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ABSTRACT

This handbook gives educators and administrators the tools, information, and resources to design and implement a physical education program. Chapter one contains an assessment guide that can be used to assess and revise the physical education program in elementary and secondary schools. The second chapter contains information that physical education teachers can use to review current curriculum trends, analyze the major philosophical concepts of a program, and develop a statement of philosophy. In the third chapter, six broad goals of physical education are illustrated. Chapter four outlines seven areas of a comprehensive physical education program and contains examples of activities in each area. The fifth chapter provides information that can be used to develop a balanced course of study that considers students' physiological and psychological development and contains information on appropriate physical activites (including those for exceptional students) and on intramural and interscholastic programs. In chapter six, a variety of teaching styles and approaches to groups and scheduling are presented, and suggestions are offered for establishing program policies consistent with program goals. The seventh chapter covers evaluation policies, designing a grading system, and establishing performance standards. Chapter eight is devoted to discussions on facilities, supplies, and equipment. The final chapter contains information on enhancing the teacher's professional growth, formulating a code of ethics, and developing a public relations program. (JD)

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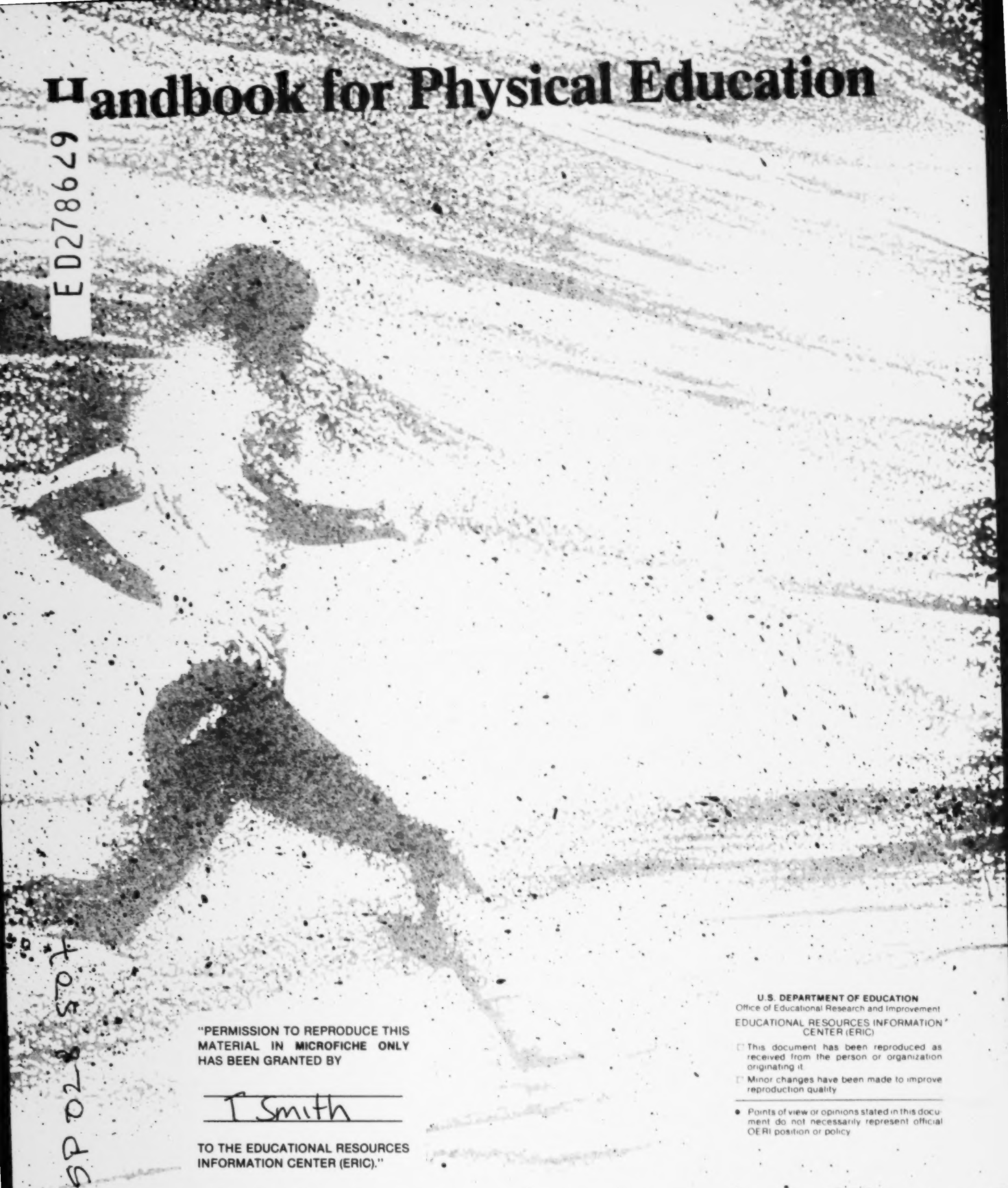

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CALIFORNIA STATE DEPARTMENT OF EDUCATION • Bill Honig—Superintendent of Public Instruction • Sacramento, 1986

Handbook for Physical Education:

Framework for Developing a Curriculum for California Public Schools

Kindergarten Through Grade Twelve

Publishing Information

The *Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools, Kindergarten Through Grade Twelve,* was developed by the members of the Physical Education Handbook Committee, working in cooperation with the Physical Education and Athletics Unit, California State Department of Education. (See page vi for a list of committee members.) The handbook was edited for publication by Marie A. McLean and Theodore R. Smith of the Bureau of Publications, working with Jeanne Bartelt, former Consultant in the Physical Education and Athletics Unit. The handbook was prepared for photo-offset production by the staff of the Bureau of Publications, California State Department of Education, with artwork and layout design by Cheryl Shawver McDonald and typsetting by Anna Boyd, Leatrice Shimabukuro, and Ron Zacharias.

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A list of other publications available from the Department of Education may be found on page 88 of this publication.

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FOREWORD

One reason we in the Department of Education began our educational reform efforts three years ago was that we believed that all students in California could benefit from a broad liberal education—an education that includes participation in physical education. We encourage academic excellence through changes in existing educational programs, including physical education, so that many more students can develop the skills and self-confidence they need to compete successfully in society.

This publication, *Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools, Kindergarten Through Grade Twelve,* can be a catalyst for change in physical education programs. The handbook is designed to encourage teachers and administrators to view physical education as an integral part of the school's educational program and as a discipline through which students not only learn the skills necessary to perform physical activities successfully but also understand the importance of those skills and transfer them to other areas of instruction. The handbook contains information that teachers and administrators can use to assess and refine their physical education program during various stages of instruction to ensure that the goals of the program are met.

Through participation in physical education, students learn to establish goals and develop the perseverance needed for high achievement and the confidence needed to pursue excellence. In addition, they learn to perceive and appreciate similarities and differences among individuals and to cooperate and compete fairly. These skills are necessary for all students if they are to compete successfully in a changing job market, understand the many diverse cultures that make up our society, and develop the citizenship essential to the success of our democratic process.

I can think of no better place to teach students these basic skills than in the physical education classroom. Students naturally are interested in physical activity. Developing a physical education program that incorporates this enthusiasm and making the program a part of our educational reform efforts are challenges this handbook can help all California teachers and administrators meet.

Bill Honig

Superintendent of Public Instruction

PREFACE

In February, 1981, the Curriculum Development and Supplemental Materials Commission appointed a committee to revise the 1973 edition of the *Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve.* However, the framework committee decided not to revise the 1973 framework but instead developed a completely new document to accommodate recent changes in education, science, and technology.

This new document, *Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools, Kindergarten Through Grade Twelve,* differs from the 1973 edition of the framework in several important ways. Through methods that stress understanding as well as doing, members of the committee have identified and developed a basic core of physical education skills, presented guidelines for their incorporation in kindergarten through grade twelve, and offered a method of determining how successfully skills are learned.

In this light the handbook not only reflects changes in education, science, and technology but also serves as a catalyst for change. The handbook encourages readers to question and guides them to answers. This wider scope allows the handbook to reaffirm the vital role physical education plays in the total educational process and in the educational reform efforts now under way in California.

The handbook offers guidelines for assessing the content and quality of programs and for revising them if necessary. Local school boards, curriculum specialists, teachers, administrators, community members, and those involved in training teachers are encouraged to use this handbook when developing or reviewing physical education programs, manuals, teachers' guides, and courses of study.

Recognizing that continued research in physical education will necessitate revisions in this handbook, committee members encourage physical education experts and curriculum development specialists to forward suggestions for future publications to Lew Pebbles, California State Department of Education, Physical Education and Athletics, P.O. Box 944272, Sacramento, CA 94244-2720.

We in the Department of Education are grateful for the contributions provided and the commitment shown by the members of the committee, the Department of Education staff members, and other contributors, whose names appear on page vi.

JAMES R. SMITH
Deputy Superintendent for Curriculum and Instructional Leadership

FRANCIE ALEXANDER
Director, Curriculum, Instruction, and Assessment Division

ACKNOWLEDGMENTS*

This handbook was prepared with the help of a group of educators who are highly informed regarding the teaching and learning of physical education.

As might be expected, spirited dialogue occurred during committee meetings because of the vantage points of the different committee members. However, they were able to reach a consensus, and this handbook represents a distillation of the discussions and writing in which they engaged.

The names of members of the Physical Education Handbook Committee follow as well as the names of Department of Education staff members and others who contributed to the development of this handbook.

Physical Education Handbook Committee

Lou Mozzini, Chairperson; Curriculum Coordinator, Health and Physical Education, Office of the San Diego County Superintendent of Schools

Don Bethe, Professor of Physical Education, California State University, Northridge

Jimi Collons, Instructor of Physical Education, Bear River Elementary School, Wheatland Elementary School District

Willine Dunn, Instructor of Physical Education, Herbert Hoover High School, Fresno Unified School District

Leslie H. Fong, Principal, John Marshall Elementary and Toler Heights Elementary Schools, Oakland Unified School District

William H. D. Hammond, Instructor-Coordinator of the Gifted and Talented, Miles Avenue Elementary School, Los Angeles Unified School District

Asahel E. Hayes, Director of Sports Administration, President's Council on Physical Fitness and Sports

Antoinette Marich, L[illegible]r, Physical Education and Dance, Californ[illegible] State University, Dominguez Hills

Doris C. Meyer, Professor of Physical Education, University of the Pacific, Stockton

William Monti, Instructor of Physical Education, San Rafael High School, San Rafael City Elementary and High School Districts

Robert A. Pestolesi, Chairman, Department of Physical Education and Recreation, California State University, Dominguez Hills

Mary Lynn Reed, Consultant, Physical Education and Athletics, Oakland Unified School District

John Sanford, Director of Curriculum, Acalanes Union High School District, Contra Costa County

Trudy Torrence, Physical Education Specialist, Los Altos Elementary School, South Whittier Elementary School District

Richard A. Villafuerte, Director of Physical Education, Crocker Middle School, Hillsborough City Elementary School District

State Department of Education Staff Members

Jeanne Bartelt, Consultant, Physical Education and Athletics

John J. Klumb, Program Administrator, Physical Education and Athletics

Christopher Lewis, Boating Education Program, Curriculum Support Services

Other Contributors

Members of the Handbook Committee wish to acknowledge the contributions of Bonnie Jo Bevans, Nick Breit, Betty Hennessy, G. Don Morris, and Lew Pebbles. Special appreciation is extended to Jeanne Bartelt and to Marie McLean, Staff Editor, and Cheryl Shawver McDonald, Graphic Artist, Bureau of Publications, for preparing this document for publication.

*The titles and locations given for the persons acknowledged here were current at the time they worked on the handbook.

INTRODUCTION

Everyone seems to be participating more in sports and fitness programs today than at any other time in history. This participation creates new challenges and opportunities for physical education teachers and reinforces their observations that although physical education is truly a lifetime activity, learning basic skills in physical education begins in school.

This handbook, a response to those challenges and opportunities, is based on the knowledge that physical education:

- Is an integral part of a balanced and comprehensive school program
- Enhances physical and academic performance
- Leads to lifelong wellness and well-being

One of the most easily recognized contributions of physical education is the exhilaration, joy, and sheer fun that come from successful performance. Such feelings result in both psychological and physiological changes and can help students understand physical education as a means of confidently exploring all facets of learning—even when they are out of school.

This handbook gives educators and program administrators at all levels the information, tools, and resources to design and implement a physical education program that is a necessary part of a balanced and comprehensive curriculum. This curriculum can enhance physical and academic performance, lead to lifelong fitness and wellness, and make learning fun.

The handbook's nine chapters are designed to be used progressively in the process of developing a physical education program at the school district level. However, they may also be used separately as guides for solving problems in a particular area of the curriculum. On the basis of current program needs, program developers may choose to use the handbook in one of the following ways:

- Completing the program assessment guide in Chapter 1, noting—in order of priority—program changes or revisions and referring to the corresponding chapter for guidelines
- Beginning with Chapter 2 and progressively working through the handbook for a comprehensive program review and revision
- Going directly to a selected chapter for guidelines in addressing critical issues

Chapter 1, "Assessing Physical Education Program," contains an assessment guide that physical education personnel can use to assess and revise the physical education program.

Chapter 2, "Developing a Philosophy of Physical Education," contains information that physical education teachers can use to review current curriculum trends, analyze the major philosophical concepts of a physical education program, and develop a statement of philosophy.

Chapter 3, "Determining Program Goals," illustrates the six broad goals of physical education

generally agreed on by physical education teachers nationwide. The information on the six goals of physical education can be used by physical education teachers to formulate specific goals for their physical education program and establish corresponding goal-oriented activities.

Chapter 4, "Understanding Basic Concepts of a Physical Education Program," outlines seven areas of a comprehensive physical education program and contains examples of activities in each area. Teachers of physical education can use this information to review these seven areas and establish related concepts and activities.

Chapter 5, "Developing a Balanced Physical Education Program," contains information that physical education teachers can use to develop a course of study that considers students' physiological and psychological development and contains appropriate physical activities, including those for exceptional students. In addition, this chapter also contains information on intramural and interscholastic programs.

Chapter 6, "Implementing a Balanced Physical Education Program," presents a variety of teaching styles and approaches to grouping and scheduling and offers suggestions for establishing program policies that are consistent with program goals.

Chapter 7, "Reviewing Evaluation and Grading Procedures," contains information physical education teachers can use to review their evaluation policies and coordinate these policies with the goals and objectives of their physical education program. In addition, this chapter also contains information on designing a grading system and establishing performance standards.

Chapter 8, "Reviewing Facilities, Instructional Materials, and Safety Practices," contains information that physical education teachers can use to ensure that facilities, supplies, and equipment are adequate and available. This chapter also contains suggestions for maintaining facilities and equipment and for identifying and teaching good safety practices.

Chapter 9, "Meeting Professional Requirements," contains information that physical education teachers can use to enhance their professional growth, formulate a code of ethics for physical education and athletics, and develop a public relations program.

CHAPTER 1

Assessing the Physical Education Program

The purpose of this chapter is to help physical education teachers do the following:

- **Determine methods to assess the ongoing physical education program.**
- **Interpret the results of the assessment.**
- **Revise the physical education program, if necessary.**

Effective physical education programs are evaluated regularly and revised if necessary. This chapter provides the tools to use in evaluating and revising physical education programs. The program assessment guide contained in this chapter is designed to assist physical education teachers in evaluating their programs. This guide can also serve as a catalyst for revising a program and as an outline for determining whether a program should be accredited.

The assessment guide is divided into ten categories, as listed below. Each category represents an essential component of a physical education program and corresponds to the headings of each of the handbook's chapters. This organization permits users to match aspects of their physical education program with the chapters that contain information to use when evaluating and revising the program.

Assessment category	*Corresponding chapter in handbook*
Developing a Philosophy of Physical Education	Chapter 2
Determining Program Goals	Chapter 3
Understanding Basic Concepts of a Physical Education Program	Chapter 4
Developing a Balanced Physical Education Program	Chapter 5

Assessment category	*Corresponding chapter in handbook*
Implementing a Balanced Physical Education Program	Chapter 6
Reviewing Evaluation and Grading Procedures	Chapter 7
Reviewing Facilities, Instructional Materials, and Safety Practices	Chapter 8
Meeting Professional Requirements	Chapter 9

Once the assessment guide is completed, priorities can be determined and revisions planned. The assessment guide can be used to determine priorities and revise the physical education program as follows:

1. Items marked *yes* indicate areas of the program that are strong and do not need to be revised.
2. Items marked *no* indicate areas of the program that are weak and need to be revised. These items should be listed in descending order of importance to the program along with their corresponding assessment category. The item that identifies a program area needing immediate revision should be listed first, with the others listed in descending order according to need.
3. Items marked *sometimes* indicate areas of the program that need to be examined; these areas may be weak and may need to be revised. These items should also be listed in descending order of importance to the program along with their corresponding assessment category. The item that identifies a program area needing prompt examination should be listed first, with the others listed in descending order according to need.
4. A timetable either to revise or examine program areas in accordance with the priorities described in paragraphs two and three above should be established.
5. The ten categories contained in the assessment guide correspond to the headings of the handbook's chapters. Users should match aspects of their physical education program that need revising with the appropriate chapter.

	Yes	*Sometimes*	*No*

Developing a Philosophy of Physical Education (Chapter 2)

1. Current curriculum trends are examined before a statement of philosophy is drafted. ____ _____ ____
2. The major philosophical concepts of a physical education program and their relationship to a statement of philosophy are examined before a philosophy of physical education is drafted. These major philosophical concepts concern the following statements:
   a. All students are encouraged to progress at individual rates. ____ _____ ____
   b. Physical education is an integral part of the total educational experience. ____ _____ ____
   c. All students are provided opportunities to develop physically, mentally, emotionally, and socially through planned physical activity and learn skills that allow them to participate in physical activity throughout their lives. ____ _____ ____
   d. Community resources, intramural and interscholastic activities, and apprenticeship programs are included in the physical education program. ____ _____ ____
   e. All students (exceptional, poorly skilled, average skilled, and highly skilled) are provided equal opportunities to reach their potential. ____ _____ ____
   f. Physical education teachers demonstrate professional commitment in their choice of programs, teaching styles, evaluation policies, in-service training, and ongoing public relations programs. ____ _____ ____
3. When developing a statement of philosophy, physical education teachers assess program needs and examine current philosophies of education. ____ _____ ____

Determining Program Goals (Chapter 3)

1. The six broad goals of a physical education program are reviewed and understood before determining specific program goals. ____ _____ ____
2. The specific goals are based on the six broad goals of physical education and encourage the development of the whole person through physical activity. ____ _____ ____
3. The goals reflect the needs of all students and include components, descriptions, and goal-oriented activities that are appropriate to achieving the goal. ____ _____ ____
4. Components and activities are developed for all goals. ____ _____ ____
5. All activities are stated in observable and measurable terms. ____ _____ ____

	Yes	*Sometimes*	*No*

Understanding Basic Concepts of a Physical Education Program (Chapter 4)

1. Physical education teachers review the seven areas that must be addressed to achieve the goals of a physical education program. These areas include:
   a. Growth and motor development—the study of agility, flexibility, coordination, strength, and speed—and of perceptual-motor factors—visual, auditory, tactile, and kinesthetic discrimination ____ _____ ____
   b. Motor learning—the study of skill development—transfer, feedback, retention, practice, readiness, and motivation ____ _____ ____
   c. Biomechanics and kinesiology—the study of how the body creates, directs, and absorbs force and how the body balances, stands, and floats ____ _____ ____
   d. Exercise physiology—the study of the effects of physical activity on bodily systems—cardiorespiratory endurance, muscle strength and endurance, flexibility, and body composition ____ _____ ____
   e. Physiosocial development—the study of personal and social development through physical activity ____ _____ ____
   f. Humanities—the study of social history depicted in play, sports, and dance ____ _____ ____
   g. Instructional strategies—the study of a systematized teaching-learning process ____ _____ ____

Developing a Balanced Physical Education Program (Chapter 5)

1. The physical education program considers students' physiological and psychological development and includes:
   a. A statement of philosophy ____ _____ ____
   b. Program goals ____ _____ ____
   c. A review of basic concepts ____ _____ ____
   d. Goal-oriented activities ____ _____ ____
   e. Programs for exceptional students ____ _____ ____
   f. Intramural and interscholastic programs ____ _____ ____
   g. Program policies and procedures ____ _____ ____
   h. Resources ____ _____ ____
   i. Monitoring and evaluating procedures ____ _____ ____
2. The physical education program includes specific activities that correspond to program goals. ____ _____ ____
3. The underlying psychological, mathematical, or scientific principles of activities are understood and explained to students. ____ _____ ____

	Yes	*Sometimes*	*No*
Developing a Balanced Physical Education Program (Continued)			
4. The physical education program includes activities for exceptional students.	____	_____	____
5. Specially designed physical education classes are taught by a special education teacher.	____	_____	____
6. The physical education program includes intramural and interscholastic programs.	____	_____	____
Developing a Balanced Physical Education Program (Ages 4—9)			
1. The following areas of instruction are included in the physical education program and are based on increasing levels of skill for ages four through nine:			
a. Rhythms	____	_____	____
b. Dance	____	_____	____
c. Basic movement skills	____	_____	____
d. Physical fitness	____	_____	____
e. Games	____	_____	____
f. Stunts and tumbling	____	_____	____
g. Aquatics	____	_____	____
h. Outdoor education	____	_____	____
Developing a Balanced Physical Education Program (Ages 8—14)			
1. The following areas of instruction are included in the physical education program and are based on increasing levels of skill for ages eight through fourteen:			
a. Rhythms	____	_____	____
b. Dance	____	_____	____
c. Basic movement skills	____	_____	____
d. Physical fitness	____	_____	____
e. Games and sports	____	_____	____
f. Stunts and tumbling	____	_____	____
g. Gymnastics	____	_____	____
h. Aquatics	____	_____	____
i. Combatives	____	_____	____
j. Outdoor education	____	_____	____

	Yes	*Sometimes*	*No*

Developing a Balanced Physical Education Program (Continued)

Developing a Balanced Physical Education Program (Ages 13—18)

1. The following areas of instruction are included in the physical education program and are based on increasing levels of skill for ages thirteen through eighteen:

a. Rhythm	____	_____	____
b. Dance	____	_____	____
c. Physical fitness	____	_____	____
d. Games and sports	____	_____	____
e. Gymnastics	____	_____	____
f. Aquatics	____	_____	____
g. Combatives	____	_____	____
h. Outdoor education	____	_____	____

Developing a Balanced Physical Education Program—Exceptional Students

1. The program is modified to meet the needs of exceptional students through adapted physical education classes in the general physical education program.	____	_____	____
2. Activities (rules, court and field dimensions, and size and weight of equipment) are modified to meet the needs of exceptional students.	____	_____	____
3. Opportunities are provided for exceptional students to participate in intramural programs.	____	_____	____
4. Opportunities are provided for exceptional students to participate in interscholastic programs.	____	_____	____

Developing a Balanced Physical Education Program—Intramural Programs

1. The intramural program is an integral part of the total physical education program.	____	_____	____
2. Voluntary participation in challenging activities and social events is the main objective of the intramural program.	____	_____	____
3. Intramural activities (rules, court and field dimensions, and size and weight of equipment) are modified to meet the needs of all students.	____	_____	____

	Yes	*Sometimes*	*No*
Developing a Balanced Physical Education Program (Continued)			
4. The intramural program provides opportunities for student leadership.	____	_____	____
5. The intramural program provides opportunities for sports officiating.	____	_____	____
6. Facilities are shared equitably with the interscholastic sports program.	____	_____	____
Developing a Balanced Physical Education Program—Interscholastic Programs			
1. The interscholastic sports program is designed to meet the needs of physically gifted students.	____	_____	____
2. Teams and coaches demonstrate cooperation by sharing facilities and equipment.	____	_____	____
Implementing a Balanced Physical Education Program (Chapter 6)			
1. Physical education teachers seek and implement innovative teaching styles and methods.	____	_____	____
2. Teachers are familiar with and can implement the following teaching styles. The styles are listed to reflect the degree of student participation—from little or none in the command style to maximum participation in the self-teaching style:			
a. Command style	____	_____	____
b. Practice style	____	_____	____
c. Reciprocal task style	____	_____	____
d. Self-check style	____	_____	____
e. Inclusion style	____	_____	____
f. Guided discovery style	____	_____	____
g. Problem-solving style	____	_____	____
h. Student-designed style	____	_____	____
i. Student-initiated style	____	_____	____
j. Self-teaching style	____	_____	____
3. Teachers are aware of various instructional approaches and choose those that are appropriate.	____	_____	____

	Yes	*Sometimes*	*No*
Implementing a Balanced Physical Education Program (Continued)			
4. Teachers group students according to ability.	___	_____	___
5. Teachers examine several scheduling methods before selecting the best one for their programs.	___	_____	___
6. The physical education program contains policy items related to such matters as accidents, attendance, fees, and grading.	___	_____	___
7. The physical education program contains specific policy items related to staffing.	___	_____	___

Reviewing Evaluation and Grading Procedures (Chapter 7)

1. Physical education teachers understand the philosophy of the district's evaluation procedures.	___	_____	___
2. The evaluation procedures are based on the six goals of a comprehensive physical education program.	___	_____	___
3. The evaluation procedures contain individual objectives and proficiency standards by which students' performance is assessed.	___	_____	___
4. Teachers attempt to make evaluation a nonthreatening experience for students.	___	_____	___
5. Evaluation procedures are communicated to students at the beginning of each term.	___	_____	___
6. Teachers have developed specific criteria on which to grade students' performance.	___	_____	___
7. Students at each grade level must demonstrate the appropriate mastery of skills in physical education.	___	_____	___
8. Teachers use tests that provide for an accurate assessment of how well students are mastering the six goals of physical education.	___	_____	___
9. Students are graded primarily on the basis of individual progress in relation to their capabilities and predetermined objectives.	___	_____	___
10. Students are graded primarily on the basis of comparative progress or in relation to their peers.	___	_____	___
11. Grades are assigned and reported in a way that is compatible with the program's philosophy and goals.	___	_____	___

	Yes	*Sometimes*	*No*
Reviewing Evaluation and Grading Procedures (Continued)			
12. The possibility of grade inflation is analyzed and periodically discussed by the physical education staff.	____	_____	____
13. Proficiency standards are used to:			
a. Diagnose and prescribe developmental activities.	____	_____	____
b. Determine students' progress.	____	_____	____
c. Develop curricula.	____	_____	____
d. Formulate statistical reports.	____	_____	____
e. Report results as appropriate.	____	_____	____

Reviewing Facilities, Instructional Materials, and Safety Practices (Chapter 8)

1. Sufficient facilities, equipment, and supplies are available for students' optimal participation.	____	_____	____
2. Modified equipment is provided to meet the needs of exceptional students.	____	_____	____
3. Adequate teaching stations are provided to implement an effective physical education program.	____	_____	____
4. Separate playing areas and apparatuses are provided for different age groups at the elementary level.	____	_____	____
5. Playing surfaces are marked for a variety of activities.	____	_____	____
6. Dressing areas, lockers, and showers are large enough to accommodate the largest class possible in the physical education program.	____	_____	____
7. Dressing and showering areas are kept clean.	____	_____	____
8. Dressing areas and appropriate teaching stations are accessible to physically handicapped students.	____	_____	____
9. Hair dryers are provided.	____	_____	____
10. The resource center contains appropriate support media and is available and accessible to both students and teachers.	____	_____	____
11. Adequate storage space is provided.	____	_____	____
12. Teachers demonstrate responsibility by caring for equipment and facilities.	____	_____	____
13. Playing areas are free of safety hazards.	____	_____	____
14. All equipment is checked periodically for safety hazards.	____	_____	____
15. Hazards are reported and corrected as soon as they are discovered.	____	_____	____

	Yes	*Sometimes*	*No*
Reviewing Facilities, Instructional Materials, and Safety Practices (Continued)			
16. Safety rules are clearly communicated to students.	___	_____	___
17. Safety rules are posted in strategic areas and stated positively.	___	_____	___
18. First-aid kits are located in the gymnasium and pool areas.	___	_____	___

Meeting Professional Requirements (Chapter 9)

1. Teachers pursue professional growth through:			
a. Advanced study	___	_____	___
b. Clinics or workshops	___	_____	___
c. Conferences		_____	___
d. Departmental meetings	___	_____	___
e. In-serivce training programs	___	_____	___
f. Independent study	___	_____	___
g. In-service training programs	___	_____	___
2. Physical education teachers demonstrate enthusiasm and professional commitment in their:			
a. Attendance	___	_____	___
b. Class supervision	___	_____	___
c. Daily preparation	___	_____	___
d. Punctuality	___	_____	___
3. Teachers are members of professional physical education organizations.	___	_____	___
4. Teachers subscribe to professional physical education and educational journals.	___	_____	___
5. Teachers have established an approved code of ethics for physical education and athletics and have communicated this code to other staff members and students.	___	_____	___
6. An ongoing public relations plan is built into the program.	___	_____	___
7. Teachers communicate the positive aspects of the program to students, parents, other teachers, administrators, district personnel, and community members.	___	_____	___
8. Expressing appreciation to individuals who support the physical education program is a policy of the school or district.	___	_____	___
9. The physical education staff members support activities sponsored by teachers in other subject areas.	___	_____	___
10. District or school personnel, parents, and community members are invited to observe the physical education program.	___	_____	___

CHAPTER 2

Developing a Philosophy of Physical Education

The purpose of this chapter is to help physical education teachers do the following:

- **Review current curriculum trends and corresponding characteristics.**
- **Analyze the major philosophical concepts of a physical education program.**
- **Develop a statement of philosophy that gives direction to the physical education program and reflects the importance of physical education.**

Curriculum trends and philosophical concepts and guidelines represent important elements to consider when drafting a statement of philosophy for the physical education program. They are designed to stimulate philosophical thought and discussion and lead to the development of a statement of philosophy.

This chapter is divided into three sections that educators can use when writing a philosophy for the physical education program. The first section contains current curriculum trends in teaching-learning theories. The major philosophical concepts of a physical education program and their relation to a statement of philosophy are identified in the second section. And the third section contains guidelines for developing a statement of philosophy for a physical education program.

Curriculum trends change, but the primary task of teachers remains the same—to increase the probability of learning. Recognizing this, physical education teachers should examine the following curriculum trends and corresponding characteristics critically and should view these trends and characteristics as supplementary to effective practices.

The philosophical concepts explored in this section of the handbook should be considered before developing a statement of philosophy. The questions *Who? What? When? Where? Why?* and *How?* should stimulate philosophical thought and discussion. These questions should cause physical education teachers to examine their current program and determine how it may be made more effective.

Curriculum Trends

Trend	*Characteristics*
1. Using criterion-referenced evaluations	*Teacher* judges student performance against a specific standard. *Students* are not judged in relation to their peers.
2. Using humane methods	*Teacher* respects individual differences and provices a stimulating and supportive environment for individual talents. *Students* grow in dignity and realize their potential.
3. Integrating program parts	*Teacher* reduces the splintering of learning domains. *Students* learn to view life as a whole.
4. Creating interdisciplinary approaches	*Teacher* relates physical education to other subject areas and interacts with other professionals toward this end. *Students* understand relationships.
5. Encouraging independence	*Teacher* serves as a facilitator who progressively frees the student of teacher dependence. *Students* grow toward autonomy by explorying different ways of moving and toward responsibility by identifying and accepting the consequences of their actions.
6. Emphasizing individuality	*Teacher* acknowledges each student's physical, mental, emotional, and social developmental needs and understands that students progress at different rates. *Students* work at their own speed and enjoy uninterrupted progress.
7. Spending time on task	*Teacher* maximizes the amount of time students practice skills. *Students* improve performance through greater participation.
8. Emphasizing cognitive learning	*Teacher* informs students of the psychological, sociological, and physiological aspects of physical performance. *Students* are not judged in relation to their peers.
9. Emphasizing outdoor education programs	*Teacher* facilitates exposure to the natural world. *Students* build self-confidence through familarity with the natural world.
10. Emphasizing intramural programs	*Teacher* recognizes that the pursuit of excellence should be available for all students. *Students* satisfy their need to excel through skill refinement and challenging physical activity.

Trend	*Characteristics*
11. Emphasizing career-related skills	*Teacher* presents opportunities to relate values, attitudes, interests, and skills to careers in physical education. *Students* acknowledge interests and capabilities by exploring possible career goals.
12. Emphasizing economy	*Teacher* acknowledges the need to do more with less. *Students* develop conservation skills through service-oriented tasks in caring for equipment and facilities.
13. Emphasizing lifelong skills	*Teacher* provides the tools for lifelong learning in physical education. *Students* progressively develop skills in directing their own physical well-being.
14. Emphasizing the joy in performing well	*Teacher* uses a wide variety of teaching styles and instructional methods, complemented by relevant materials, to increase student performance. *Students* discover the joy of physical education through successful physical performance.

Philosophical Concept/Who?

The Student

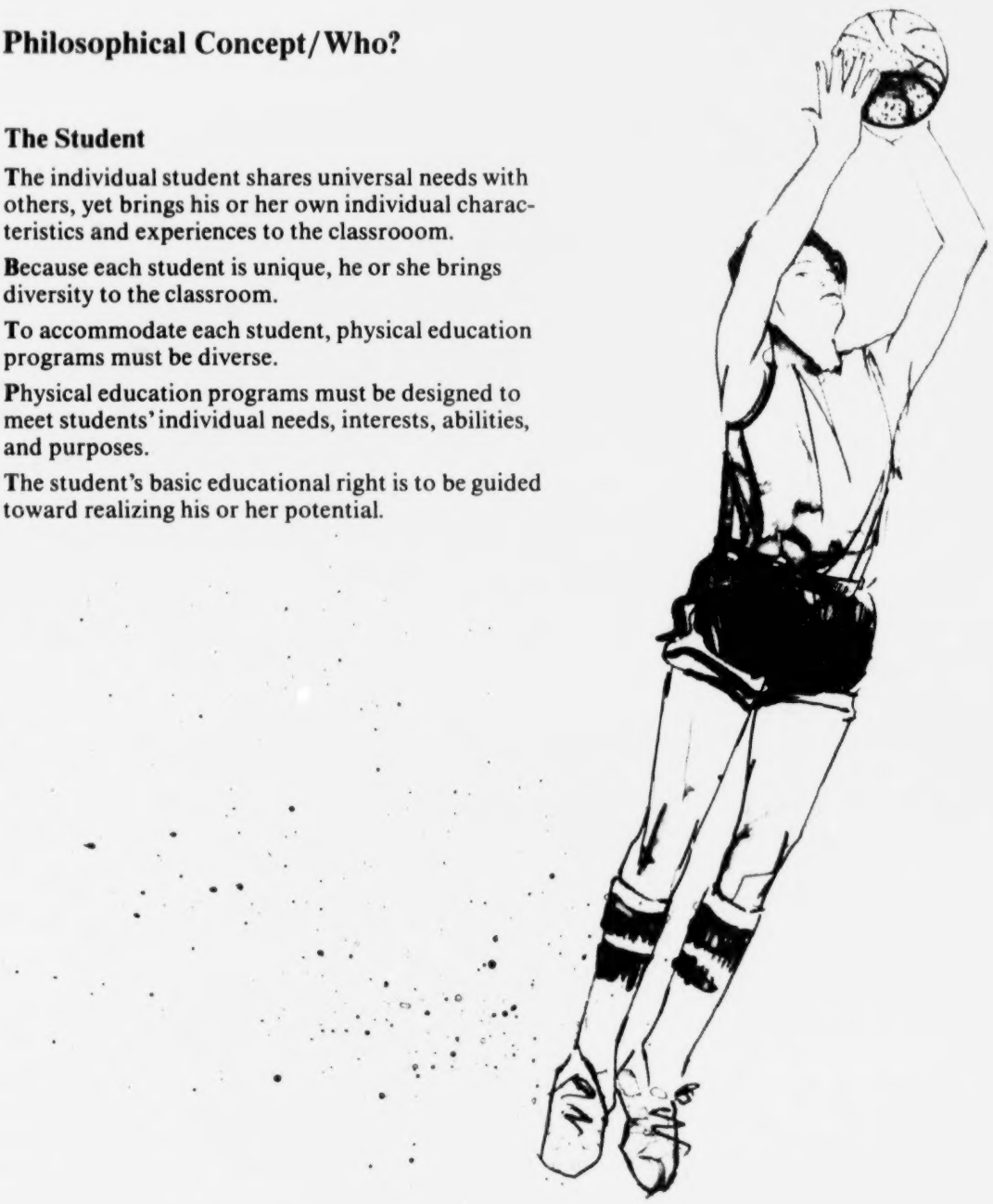
The individual student shares universal needs with others, yet brings his or her own individual characteristics and experiences to the classrooom.

Because each student is unique, he or she brings diversity to the classroom.

To accommodate each student, physical education programs must be diverse.

Physical education programs must be designed to meet students' individual needs, interests, abilities, and purposes.

The student's basic educational right is to be guided toward realizing his or her potential.



The secret of education lies in respecting the individual.

RALPH WALDO EMERSON

Philosophical Concept/What?

Physical Education

Physical education is an integral part of education and contributes to the development of the individual through planned movement, physical activity, or exercise.

Physical education includes a body of knowledge that depends on many disciplines, including the physical, biological, and behavioral sciences.

Goals of Physical Education

Physical activity

Physical fitness and wellness

Movement skills and movement knowledge

Social development and interaciton

Self-image and self-realization

Individual excellence

The weaker the body, the more it commands; the stronger it is, the more it obeys.

JEAN JACQUES ROUSSEAU

Education is a process of living, not a preparation for the future.

JOHN DEWEY

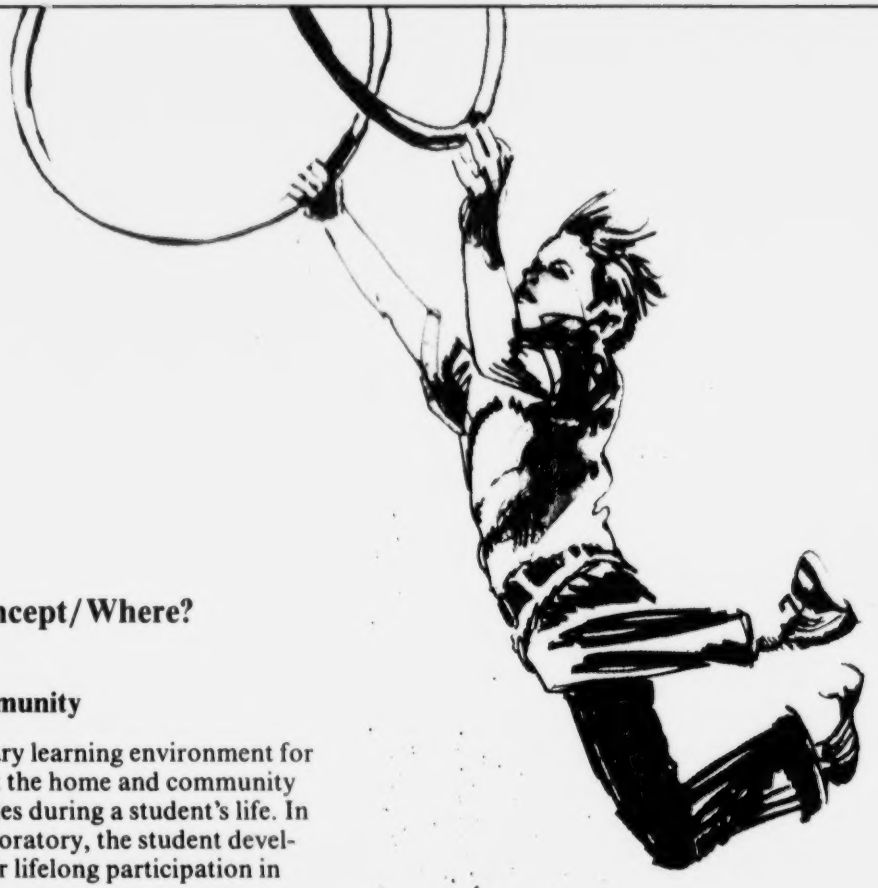
Philosophical Concept/When?

Birth Through Life

From birth through life, a commitment to regular participation in physical activity is a commitment to continuous well-being and renewal.

Since human needs exist throughout a lifetime, education must be viewed as a continuous process. Recognizing these needs, the physical education curriculum provides early childhood education as well as continuing education for adults.

Young people who are taught how to learn are more apt to educate themselves in both formal and informal settings throughout their lives.



Philosophical Concept/Where?

School, Home, Community

The school is the primary learning environment for physical education, but the home and community also play significant roles during a student's life. In this interdependent laboratory, the student develops the skills needed for lifelong participation in physical activity.

The physical education environment will expand to make greater use of community resources through intramural and interscholastic programs, the development of community service programs, and apprenticeships relating to careers in physical education.

The complexities of human growth and development are acknowledged and individual differences are respected when the physical education learning environment includes a wide variety of movement experiences and teaching-learning strategies.

Safety practices in physical education are conducive to monitored risk taking, which is so vital to the pursuit of excellence.

All environment has the capacity to educate.

GEORGE B. LEONARD

Philosophical Concept/Why?

Human Potential and Physical Achievement

Human potential and physical achievement can have meaning for everyone. Many scholars in the fields of neurology, psychology, education, and philosophy agree that some people are using less than 10 percent of their abilities.

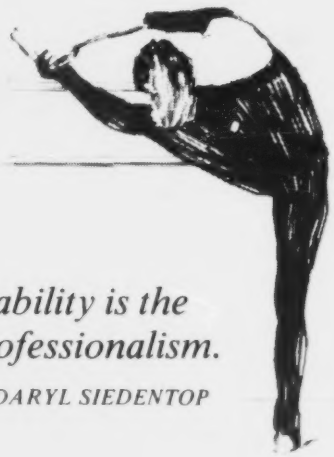
Successful, humane living requires the collective talents of all people. Talents flourish when the pursuit of excellence is available to all students.

Physical education contributes to the development of the whole person through physical activity that allows for the integration of the psychomotor, cognitive, and affective learning skills.

The freedom to achieve paves the clearest path to self-realization. Understanding and valuing one's physical capacities keeps that path clear.

The furtherance of individual self-realization is democracy's greatest glory.

H. S. DYER



Self-accountability is the essence of professionalism.

DARYL SIEDENTOP

Philosophical Concept/How?

Professional Commitment

Professional commitment can be demonstrated in many ways:

- Building flexibility in the physical education program to meet the changing needs, interests, abilities, and purposes of students
- Pursuing change in the physical education program patiently and realistically through two-year, three-year, or five-year plans
- Selecting styles and strategies of teaching that increasingly guide students toward greater independence in solving problems and directing their lives
- Relating physical education to other subject areas, anticipated life-styles, and career alternatives
- Evaluating student performance in ways that account for individual differences
- Evaluating instruction and programs in physical education and making appropriate revisions as a result of such evaluations
- Providing the tools for change through staff involvement in physical education in-service training programs
- Designing ongoing public relations programs

Guidelines for Developing a Statement of Philosophy

Drafting a statement of philosophy is a difficult task, but only through such an effort can physical education teachers provide a rationale for their programs. A well-thought-out statement of philosophy provides program direction, relates all program parts to program purpose, identifies the value of physical education, and provides staff members with a common language for solving problems.

The following eight steps should be followed when writing a statement of philosophy:

1. *Assess program needs.* When using the assessment guide in Chapter 1, teachers should remember that the purpose of assessing needs is to identify concepts, not specific equipment and facilities that need to be changed or included in the program.
2. *Examine beliefs and experiences.* Teachers should analyze their beliefs and experiences so that they can accept responsibility for the program's structure and for educating the students for whom the program is designed. Teachers should discuss these beliefs and experiences with colleagues.
3. *Determine relevance of teaching styles and instructional approaches.* Teachers should use the teaching styles and instructional approaches outlined in Chapter 6 as a starting point in determining what changes to make in the program.
4. *Examine philosophies of physical education experts.* Teachers should search current physical education literature for information that may supplement and complement the information provided in Chapter 6.
5. *Discuss all input.* Before drafting the statement, teachers should discuss all input with all physical education staff members. All staff members should share responsibility for deciding the direction of the program and their roles in it.
6. *Draft a statement.* After the discussion, teachers should write a draft statement. This statement should include all relevant comments from staff members.
7. *Obtain suggestions for improvement.* Teachers should obtain suggestions from outside the physical education department to ensure that the statement is consistent with school policies and procedures. Also, having someone else check it may ensure that the statement is objective, clear, and coherent.
8. *Refine the statement.* All suggestions should be considered; and, if appropriate, teachers should refine the statement to incorporate those that are appropriate.

The following statement of philosophy may be helpful in writing a statement of philosophy:

> Physical education is the study and practice of the science and art of human movement. It is concerned with why [men and women] move; how [they] move; the physiological, sociological, and psychological consequences of [their] movement; and the skills and motor patterns which comprise [their] movement repertoire. Through physical education, an individual has the opportunity to learn to perform efficiently the motor skills he [or she] needs in everyday living and in recreational activities. He [or she] can develop and maintain sound physiological functions through vigorous muscular activity. He [or she] may increase the awareness of his [or her] physical self. Through expressive and creative activities he [or she] may enhance his [or her] aesthetic appreciations. Physical education provides situations for learning to compete as well as to cooperate with others in striving for achievement of common goals. Within the media of physical activity, concepts underlying effective human movement can be demonstrated and the influences these have on the individual can be better understood. Satisfying and successful experiences in physical education should develop in the individual a desire to regularly participate in activity throughout life. Only through enjoyable and persistent participation will the optimum benefits of physical activity be derived.[1]

[1] *Guide to Excellence for Physical Education in Colleges and Universities.* Washington D.C.: American Association for Health, Physical Education, and Recreation, 1971, p. 5. Used with permission.

CHAPTER 3

Determining Program Goals

The purpose of this chapter is to help physical education teachers do the following:

- **Review the six broad goals of a physical education program.**
- **Determine specific goals for the physical education program that are based on the six broad goals of physical education.**
- **Design goal-oriented activities that are based on program goals and can be observed and evaluated.**

The six broad goals of physical education generally agreed on by physical education teachers nationwide and described in this chapter are the basis of a sound physical education program. The six goals are:

1. Physical activity
2. Physical fitness and wellness
3. Movement skill and movement knowledge
4. Social development and interaction
5. Self-image and self-realization
6. Individual excellence

These goals are outlined in "Sample Goal-Oriented Activities" on pages 23, 25, 27, 29, 31, and 33. The goals and related activities should help to implement the statement of philosophy and provide a basis for emphasis in designing the physical education program. They also are useful when deciding which areas to emphasize in grade-level achievements.

The six goals are interrelated. One goal may be emphasized over others in response to the needs of students and community members. Philosophies and value systems will determine what goals are emphasized, but all six goals should be incorporated in the program's philosophical statement, objectives, and instructional strategies.

The goal components and descriptions define activities that are appropriate to achieving the goal. These activities are not always specific, but instead they allow for teacher differences and preferences. Care should be taken when choosing specific activities, however, and teachers should consider possible outcomes of activities they choose. For example, when improved cardiorespiratory endurance is sought through running, care should be taken to make sure students do not develop an aversion to running.

For the physical education program goals to remain consistent with student needs and changes in society, goals and related activities should be assessed periodically.

Goal 1: Physical Activity

Statement: Developing interest and proficiency in movement skills is essential to lifelong participation in physical activity.	
Component	*Description*
Exposure to physical activity	Observing and experiencing a wide variety of physical activities and planning future physical activities based on these experiences
Participation in physical activity	Participating in the full range of physical activity—from forceful, explosive movements to quiet, restful movements
Proficiency in movement skills	Developing proficiency in movement skills so that physical activity will be a successful and enjoyable experience
Play	Experiencing the pleasure and exhilaration inherent in physical activity
Valuing and searching for physical activity	Appreciating the value of physical activity and choosing active rather than passive life-styles
Safety awareness	Observing safe practices during participation in physical activity and balancing safe practices with a willingness to take risks
Using resources	Using school and community resources for lifelong participation in physical activity
Knowledge and understanding	Learning the principles of movement and the history, rules, and strategies of various activities

Goal 1: Sample Goal-Oriented Activities

Component: Exposure to physical activity

Description: Observing and experiencing a wide variety of physical activities that are essential to lifelong participation in physical activity

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate appropriate movement skills using a wide variety of supplies and equipment, such as bean bags, nerf balls, jump ropes, rhythm sticks, parachutes, flying disks, playground apparatus, and so forth.	Participate in multicultural games and dances and demonstrate an understanding of contributions other cultures have made to activities popular in this country.	Demonstrate, through written or oral projects, a knowledge of at least six different sports or activities not commonly taught in physical education, such as horseback riding, boating, mountaineering, riflery, skiing, curling, and so forth.	Demonstrate an appreciation of human movement by comparing, contrasting, and analyzing the movement elements contained in dance and sports performances.

Component: Use of resources

Description: Using school and community resources for lifelong participation in physical activity

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Participate actively in recess and noontime activities on a daily basis.	Identify community and regional recreational resources, such as park and recreation programs, YWCA/YMCA, camp and scouting programs, and so forth.	Participate in at least one community or extracurricular activity program.	Develop a lifetime physical activity plan based on interest, tentative career goal, and available facilities.

Component: Safety awareness

Description: Observing safe practices during participation in physical activity and balancing safe practices with willingness to take risks

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate appropriate landing and rolling procedures to absorb force in a jump or fall.	Explain general safety rules and practices in the use of equipment and other aspects of the play environment.	Demonstrate a knowledge of basic first aid procedures.	Diagnose injuries and prescribe appropriate treatments in various emergency situations, including cardiopulmonary resuscitation (CPR).

Goal 2: Physical Fitness and Wellness

Statement: Developing and maintaining the highest possible level of physical fitness and wellness is necessary to meet the demands of high-level physical peformance during work, play, and emergency situations.

Component	*Description*
	Fitness
Cardiorespiratory endurance	Improving and maintaining cardiorespiratory efficiency through regular aerobic activities of sufficient duration and intensity to achieve a training effect
Muscle strength	Improving and maintaining the ability to exert force through progressive and gradual resistance activities that overload a muscle group
Muscle endurance	Improving and maintaining the ability of muscle groups to persist in physical activity by working against resistance for increasing periods of time
Flexiblity	Improving and maintaining the functional capacity of specific muscles and joints by increasing their full range of motion through static stretching techniques
Body composition	Improving and maintaining the relative percentage of lean body mass to fat mass through regulating caloric consumption and expenditure
	Wellness
Mental alertness	Being energetic and attentive
Nutritional habits	Understanding the relationship between nutrition and exercise
	Understanding the relationship between body composition and good health
Stress reduction and relaxation	Identifying personal stress symptoms and coping with stress through relaxation techniques
Sleep and rest practices	Understanding the value of adequate and regular sleep and the relationship between rest and vigorous activity
Injury prevention and care	Understanding the principles and practices of proper conditioning, warm-ups, and cool-downs as they pertain to the prevention and care of injuries
Personal activity program	Designing personal activity programs based on physical performance assessments, individual career choices, and anticipated life-styles
Personal hygiene	Observing sound practices relating to bodily health and cleanliness
Knowledge and understanding	Learning the principles, mechanics, and concepts of all physical fitness and wellness components as they relate to personal health and physical performance

Goal 2: Sample Goal-Oriented Activities

Component: Cardiorespiratory endurance

Description: Improving and maintaining cardiorespiratory efficiency through regular aerobic activities of sufficient duration and intensity to achieve a training effect

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Jump rope or jog/walk for extended periods of time.	Explain the functions of the cardiorespiratory system and demonstrate ability to measure individual heart rate.	Participate in aerobic activities for extended periods of time and maintain a required heart rate appropriate for this training level.	Compute individual target heart rate and develop and participate in a regular program of exercise that will result in a healthy resting heart rate.

Component: Muscle strength and endurance

Description: Improving and maintaining the ability to exert force through progressive and gradual resistance activities and to persist in physical activity by working against resistance.

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate muscle strength and endurance by supporting body weight from overhead apparatus for extended periods of time.	Explain the functions of muscles and principles of overload in development of muscular strength and endurance.	Perform two exercises for upper body and two exercises for lower body to develop and maintain muscular strength and endurance.	Demonstrate sufficient muscular strength and endurance to maintain efficient posture, perform work requirements, and respond to emergencies.

Component: Body composition

Description: Understanding the relationship between body composition and good health

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Explain why acceptable body composition is important to good health.	Demonstrate the ability to measure body fat composition through use of skin-fold calipers.	Analyze personal body composition and develop a personal program of caloric intake and expenditure to achieve and maintain ideal body fat.	Demonstrate, on appropriate tests of body composition, an acceptable ratio of body fat to lean body mass for personal wellness.

Goal 3: Movement Skills and Movement Knowledge

Statement: Increasingly effective motor skills are developed and the fundamentals of movement are understood by practicing and analyzing purposeful movement.	
Component	*Description*
Perceptual-motor skills	Receiving, interpreting, and responding to visual, auditory, tactile, and kinesthetic stimuli
Motor skills	Improving fine and gross motor skills and locomotor and nonlocomotor movement performance and performance involving object manipulation
Movement qualities	Being aware of how the body moves and adjusts to flow, weight, time, and space and appreciating the aesthetic and expressive elements of movement
Posture	Assessing and identifying functional, static, and dynamic posture problems and improving them through exercise
Integrative movement	Transferring learned movement skills and concepts from one activity to another
Knowledge and understanding	Learning the foundations and relationships of efficient, effective, and purposeful movement

Goal 3: Sample Goal-Oriented Activities

Component: Motor Skills

Description: Improving fine and gross motor skills and locomotor and nonlocomotor movement performance and performance involving object manipulation

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate ability to run, jump, hop, skip, slide, gallop, and leap.	Toss and catch a ball with a friend; strike a ball repeatedly against a wall with a paddle or racket.	Demonstrate skills in one paddle or racket sport and one sport requiring students to pass a ball or other object used in game playing.	Demonstrate the ability to participate successfully in at least one activity in each of the following areas: dance, individual sports, team sports, gymnastics, aquatics, combatives, and outdoor education.

Component: Movement qualities

Description: Being aware of how the body moves and adjusts to flow, weight, time, and space and appreciating the aesthetic and expressive elements of movement

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate the difference between moving heavily and moving lightly.	Explain the relationship of the base of support to the center of gravity when performing a headstand.	Perform a rhythmic routine to music, using balls, hoops, and ropes.	Create and perform a routine that illustrates variations on the movement qualities of time, force, space, and flow.

Component: Integrated movement

Description: Transferring learned movement skills and concepts from one activity to another

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Run rapidly, stop suddenly, freeze, and then drop to the floor.	Explain the relationship of the bat swing to striking the ball.	Hit a take-off board with the proper foot in a horizontal jump.	Apply biomechanical principles to analyze a given skill and reduce trial and error.

Goal 4: Social Development and Interaction

Statement: Appropriate social behaviors are developed by working independently and with others during planned physical activity.

Component	*Description*
Respect for self and others	Understanding that getting along with others begins by accepting one's self, including one's physical capabilities
Sense of fair play	Appreciating the performance of others and understanding the decision of authority figures
Appreciation of individual differences	Perceiving and appreciating similarities and differences between individuals
Affiliation	Seeking the company of others and developing friendships
Cooperation and assistance	Sharing in the development of one's peers by giving and receiving support
Leadership	Developing the skills needed to control aggression and conflicts while participating in physical activity
Knowledge and understanding	Understanding the relationship between effective group living and cooperating and competing fairly

Goal 4: Sample Goal-Oriented Activities

Component: Appreciation of individual behaviors

Description: Perceiving and appreciating similarities and differences between individuals

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate willingness to participate with a variety of partners while developing basic movement skills.	Demonstrate cultural awareness by participating in multicultural games and dances.	Participate willingly in a minimum of two team sports with team members of differing physical capabilities.	Demonstrate an understanding of how to adapt games and activities to accommodate persons with varying abilities and characteristics.

Component: Cooperation and assistance

Description: Sharing in the development of one's peers by giving and receiving support

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Share equipment and play space with fellow students.	Demonstrate acceptance of game strategies designed by a team captain.	Demonstrate responsibility by assuming leadership in roles, such as team captain, scorekeeper, and referee.	Demonstrate the ability to assist in peer teaching during new skill acquisition in one or more activities.

Component: Affiliation

Description: Positively interacting with others in order to develop friendships

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate cooperation with others by participating in activities according to rules adhered to by the group.	Demonstrate appropriate reaction to a referee's decisions and judgments.	Demonstrate consideration for others by not dominating control of the game in team and dual activities.	Demonstrate ability to assist a partner in appraising his or her confidence, strengths, and weaknesses during competition.

Goal 5: Self-image and Self-realization

Statement: A positive self-image is developed and maintained and self-realization is achieved through planned physical activities.

Component	*Description*
	Self-image
Body image	Developing an accurate concept of one's body
Physical security	Accepting one's physical capabilities and limitations
Emotional security	Valuing one's personal identity and developing skills for dealing with success and failure
Coping skills	Recognizing stressful situations and symptoms and developing the skills and strategies to deal with them
Knowledge and understanding	Understanding the relationship between human anatomy and bodily functions as they affect the development of a positive self-image
	Self-realization
Self-control	Being aware of one's feelings and their role in behavior and having control over one's actions
Moral development	Developing a personal code of ethics to make morally responsible choices
Self-direction	Taking charge of one's personal well-being through self-evaluation, critical thinking, and planning for growth
Self-expression	Discovering and expressing one's thoughts and feelings
Harmony	Blending the many factors of self-image and self-realization into one's life-style
Creativity	Exploring solutions to movement problems and creating new movement forms and patterns
Celebration	Enjoying and celebrating the struggles and successes of participating in physical activity
Aesthetics	Experiencing and appreciating the beauty of human movement
Knowledge and understanding	Understanding the components of self-image and self-realization and how they contribute to developing one's potential

Goal 5: Sample Goal-Oriented Activities

Component: Body image

Description: Developing an accurate concept of one's body

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate the use of various body parts to accomplish basic movement tasks.	Identify the three major body types (endomorph, ectomorph, mesomorph) and identify his or her own type.	Demonstrate proper care of the body by performing appropriate warm-up and cool-down exercises in a physical fitness workout.	Given a list of activities, demonstrate use of particular parts of the anatomy to accomplish successfully a related skill.

Component: Physical security

Description: Accepting one's physical capabilities and limitations

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate self-confidence in use of one's body by freely choosing to play a game.	Demonstrate a positive attitude when presented with various teaching suggestions about improving one's physical skill.	Demonstrate a positive attitude toward participation in coeducational activities.	Demonstrate the ability to self-teach various skills in an unfamiliar activity and consider one's physical characteristics, capabilities, and limitations.

Component: Aesthetics

Description: Experiencing and appreciating the beauty of movement

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate nonverbal communication by telling a story through rhythmical movements.	Create a short tumbling routine while working in concert with a partner.	Demonstrate to the class one sports routine and one dance or gymnastics routine that communicates the art and beauty of human movement.	Select an emotion as a theme for a compositional study and develop the study using original movements.

Goal 6: Individual Excellence

Statement: The highest level of physical performance is achieved through setting realistic personal goals.	
Component	*Description*
Realistic self-appraisal	Evaluating one's capabilities to establish realistic personal goals
Achievement-related motives	Identifying and assessing the merits of one's motives
Personal commitment	Developing the perseverance needed to make the extra effort required for high achievement
Concentration	Developing the ability to focus on critical elements and ignore distracting elements
Risk taking	Developing the confidence needed to pursue excellence
Mastery	Seeking to excel in rigorous physical training
Peak experiences	Experiencing the sense of satisfaction and exhilaration from high-level physical performance
Knowledge and understanding	Understanding and applying the knowledge essential for high achievement

Goal 6: Sample Goal-Oriented Activities

Component: Realistic self-appraisal

Description: Evaluating one's capabilities to establish realistic personal goals

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Select a partner or small group activity that is appropriate to one's skill level.	Demonstrate awareness of present physical capabilities by selecting appropriate skill task cards.	Develop a schedule of physical education activities from a listing of electives offered in high school.	Conduct a self-evaluation of likes and dislikes of various sport activities and develop a tentative activity plan that outlines an anticipated career and life-style.

Component: Personal commitment

Description: Developing the perseverance needed to make the extra effort required for high achievement

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Demonstrate the willingness to practice and achieve a personal goal to improve a particular movement skill.	Demonstrate the ability to follow directions on a skill task card.	Demonstrate the ability to improve at least 25 percentiles on any item of a physical fitness test.	Perform a selected activity, such as dance, physical fitness, games, sports, gymnastics, combatives, or aquatics, and achieve a grade in the top 30th percentile.

Component: Peak experiences

Description: Experiencing the sense of satisfaction and exhilaration from high-level physical performance

Ages 4—9	*Ages 8—12*	*Ages 11—15*	*Ages 14—19*
Participate in a physical skills contest in which a high level of performance is recognized.	Communicate verbally the personal satisfaction received through accomplishing a high-level movement task or routine.	Participate in two class or school intramural or interscholastic events.	Participate in at least two competitive tournaments or contests in which finishing first is the goal.

CHAPTER 4

Understanding Basic Concepts of a Physical Education Program

The purpose of this chapter is to help physical education teachers do the following:

- **Review the seven areas of a comprehensive physical education program.**
- **Establish concepts that correspond to the seven areas.**
- **Translate the concepts into specific learning activities.**

This chapter outlines seven important areas that must be addressed to achieve the goals of a comprehensive physical education program. This chapter also contains examples of activities in each area.

The seven areas of a comprehensive physical education program include:

Growth and motor development—the study of the natural process of growth reflected in motor behavior

Motor learning—the study of the methodology and instructional design in skill development

Biomechanics and kinesiology—the study of the effects of internal and external forces that act on the body

Exercise physiology—the study of the effects of exercise on bodily systems

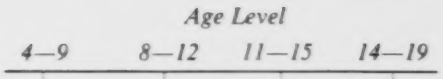
Psychosocial development—the study of interpersonal relationships, personal growth, and self-esteem and physical activity

Humanities—the study of social history depicted in play, sports, and dance and through self-examination for meanings of movement

Instructional strategies—the study of a systematized teaching-learning process

Examples of activities for each area are included on the following pages.

Growth and Motor Development



Concept: Moving on two feet is one of the most important stages in early human motor development.

- Shows physical security and confidence by running, dodging, and stopping under control

Concept: Strength and balance are essential to controlled locomotor skills.

- Runs rapidly, stops suddenly, freezes, and then drops to the floor
- Executes a pivot and pass, using a basketball

Concept: One aspect of motor development involves experiencing, interpreting, and responding to varied stimuli.

- Claps hands in time to the beat of a drum
- Walks along a straight line without losing balance
- Juggles a soccer ball repetitively without allowing it to fall to the ground

Concept: Optimal skill performance is a result of the refinement of mature motor patterns.

- Lifts heel of rear foot near to buttocks while sprinting
- Accents hip and trunk rotation and steps with opposition while throwing a ball

Concept: Growth patterns of boys and girls are the same, but the growth spurts occur at different times and to different degrees and cause differences in performance.

- Runs faster as length of legs increases
- Accepts differences in motor performance regardless of gender or age
- Recognizes the observable differences in strength between the sexes

Concept: Physically handicapped students are capable of participating successfully in many sports.

- Shares the excitement of playing on a team composed of both able and disabled students
- Skis down a slope with control and sometimes uses modified equipment
- Competes in archery competition with able-bodied archers

Concept: Participation in vigorous activity stimulates growth and improves strength of bone, muscle, and connective tissue.

- Runs a course around the schoolyard and increases the distance covered each week
- Swims an increasingly more difficult set of workout laps
- Uses weights to develop strength

Concept: Certain body types are better suited to specific games and sports than other body types.

- Lists several advantages of various body types or structure to a specific game, sport, or position in an activity
- Identifies the three major body types (endomorph, ectomorph, mesomorph) and identifies his or her own type

Motor Learning

Concept: Accurate motor responses are based on correct perceptual judgments.

- Shows ability to kick or strike a ball to a moving target
- Catches a football while airborne from a running jump

Concept: Kinesthetic awareness is essential to effective motor performance.

- Demonstrates ability to sustain equilibrium while doing a headstand
- Moves with confidence along a balance beam
- Moves quickly in and around other players while playing a five-person soccer game

Concept: Students must be ready and want to learn before learning will result.

- Verbalizes individual responsibilities of team behavior
- Demonstrates the offensive stragegy of creating spaces by pulling the defense out of position in a soccer game

Concept: The movement qualities of force, time, space, and flow provide for variations in basic locomotor and nonlocomotor skills.

- Finds as many ways as possible to get into, out of, and around a hoop
- With a partner, creates a dance sequence that includes the use of two levels and variations of force
- Sets a screen play involving a pivot in a basketball play

Concept: Motor skill learning is increased by providing high success and total involvement during allocated learning time.

- Serves a volleyball many times into increasingly more precise targets

Concept: Transfer of motor learning is enhanced when similarities in movements are pointed out.

- Transfers an underhand throwing pattern to rolling, bowling, and pitching an object
- Transfers offensive strategies to various team sports
- Practices the tennis serve by first recalling and practicing the overhand throwing pattern

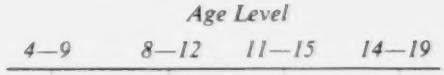
Concept: Feedback is necessary to refine a motor skill.

- Assists a classmate in learning a new skill by monitoring the practice of the skill
- In basketball practice performs a running lay-up over and over again until it "feels good"
- Analyzes own performance through the use of videotape equipment

Concept: The emotional stress of competition increases the difficulty of properly performing a motor skill.

- Chooses to practice a skill instead of playing the game
- Push-passes the hockey ball back and forth to a teammate for a score on the stop watch

Motor Learning (Continued)



Concept: Open skills are those which demand that movements match the speed, timing, and space of other people or objects.

- Practices passing the basketball to a stationary teammate, to a moving teammate, and finally to a guarded teammate
- Times the passing of the hockey ball to his or her speed and position in relation to the space and speed of teammates and opponents

Biomechanics and Kinesiology

Concept: The body is in a stable balanced position when the center of gravity is directly over the base of support (static balance).

- Balances on three parts of the body, on two parts, on four parts, or on one part
- Verbally explains how to stop quickly
- Analyzes the scale or arabesque in a gymnastic free exercise routine
- Controls a headstand and maintains a firm straight line torso position

Concept: Movement occurs when the line of gravity moves to the edge of the base of support and the center of gravity is raised and base of support is narrowed (dynamic balance).

- Gets off a quick swim sprint start by keeping feet close together and a high hip position
- Moves from a jog to a sprint by tilting hips forward even further

Concept: Because the human body has a density less than that of water, it will float (Archimedes's principle).

- Moves freely in water, even though physically handicapped
- Demonstrates survival swimming techniques
- Identifies objects which float and explains their use as an aid in rescuing nonswimmers

Concept: Friction is important to human motion. More force is transferred when contact surfaces are rough.

- Rubs dirts on hands before grasping a softball bat

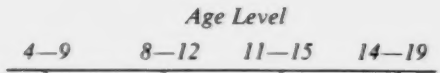
Concept: Contact of one or both feet with the supporting surface gives greater force to the push, pull, or strike.

- Punts a football with the support foot in a stable balanced position
- Returns a tennis forehand drive with hip rotation and a balanced, secure stance

Concept: Push exerted in one direction results in movement in the opposite direction (Newton's third law of motion).

- Swims the breast stroke efficiently by thrusting the water backward with the arms and hands and legs and feet
- Jumps to recover a rebounding basketball by forcefully extending the legs and feet toward the gym floor

Biomechanics and Kinesiology (Continued)



Concept: Increasing the length of the lever increases the velocity at the end of that lever.

- In order to hit a home run, hits a ball with a full extension of the arm and bat
- Uses full extension of arm on a tennis serve

Concept: An object bounces off a surface at an angle equal to the angle at which it strikes.

- Predicts the pathway of a bouncing ball
- Plays racquetball by using the rebound of the ball off the wall

Concept: An object will travel in a straight line if the force is applied directly behind the center of the object.

- Passes a soccer ball directly to a teammate without bounce or spin
- Returns a tennis ball by striking with center of racket

Concept: The movement path of a thrown or batted object is determined by its speed of rotation and its velocity at release or contact.

- Increases speed of leg movement when kicking for distance
- Serves a slice serve with top and side spin that causes the served ball to drop neatly into the opponent's court

Concept: Larger surface area absorbs more force than a smaller surface area.

- Executes a body block in soccer
- Uses a catcher's mitt for fast pitching

Exercise Physiology

Concept: Wellness is the result of high levels of mental and physical fitness.

- Runs a good distance without undue fatigue and can manage body weight and meet emergencies
- Copes with normal stress and keeps cool when unexpected emergencies arise
- Maintains an active life-style

Concept: Moderate exercise reduces muscular tension and mental stress.

- Imitates a floppy rag doll and a robot and tells how each feels
- Gives personal examples of physical activities that help reduce stress or anger
- Practices the techniques involved in progressive relaxation

Concept: Physical fitness involves increasing the duration, repetitions, or intensity of the exercise.

- Explains the function of the heart, circulatory system, and lungs to the demands of exercise
- Verbalizes how interval training works to improve aerobic conditioning

Exercise Physiology (Continued)

Concept: Aerobic endurance is increased by working for sufficiently long periods of time at adequate intensity.
- Participates continuously in active physical activity for 15 minutes
- Raises pulse rate for 20 minutes, three times per week
- Explains which activities can help cardiovascular efficiency

Concept: Flexibility is improved by moving parts of the body through the full range of motion and by sustaining the stretch.
- Explains the difference between ballistic and static stretching
- Demonstrates a full range of motion in arm and leg movements during dance, stunts, and tumbling

Concept: Strength is necessary for body control and safety.
- Explains that arm and shoulder strength can help meet life's emergencies

Concept: Excess calories and insufficient exercise will increase body fat.
- Explains how exercise is related to obesity
- Tests his or her degree of body fat with skin calipers

Concept: Lack of physical activity is related to cardiovascular disease.
- Explains how regular exercise can help prevent a heart attack
- Tests blood pressure with a blood pressure kit

Concept: Handicapped students can develop an active life-style by increasing fitness levels.
- Develops an "I can" attitude toward physical activity
- Jogs with a partner even if visually handicapped
- Swims laps with classmates

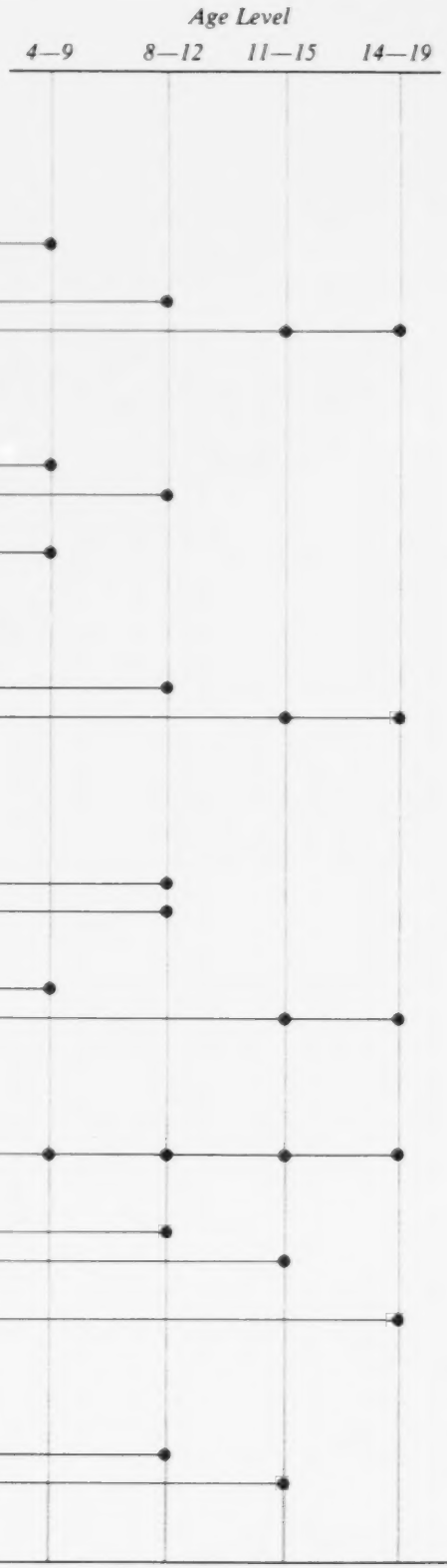
Concept: Strength and flexibility are needed to acquire and maintain good bodily alignment and to prevent pain or injury.
- Explains the relationship of abdominal strength to low back pain

Concept: Sweating aids in controlling body temperature.
- Takes water breaks during heavy workout sessions
- Describes why sweating cools the body during and after exercise

Concept: Daily food intake is related to optimum health.
- Identifies the reasons why we need food
- Identifies the two effects food choices have on physical fitness and physical performance

Concept: Caloric needs vary for individuals
- Lists several activities according to the level of energy needed to perform them
- Calculates caloric intake and caloric output for a one-week period

Psychosocial Development



Concept: Social development follows a predictable pattern: student plays alone; student engages in parallel play; student plays with a partner; student engages in group play; and student participates as a member of a team.

- Participates in activities with a partner
- Actively participates in recess and noon game group activities on a daily basis
- Functions as an effective team player

Concept: Cooperating, sharing, and assisting are important aspects of affiliation and acceptance.

- Participates with a variety of partners while developing basic movement skills
- Invites other students to join his or her group
- Accepts handicapped classmates in a game, even if modifications must be made

Concept: Team sports and group activities provide an opportunity for affiliation.

- Demonstrates consideration for others by not dominating control of the game
- Selects own teammates for a group game based on equity

Concept: Play permits the testing of a variety of social behaviors, such as respect for the right of others, honesty, and authority.

- Plays the game and accepts the decisions of referee, teacher, or umpire
- Resolves conflicts that arise while playing games

Concept: Rules help people play games fairly.

- Admits being tagged in a "chase and flee" game
- Makes line calls honestly in a tennis or volleyball game

Concept: Physical activity needs for women and girls are the same as for men and boys.

- Participates in sex-integrated classes and classes grouped according to ability

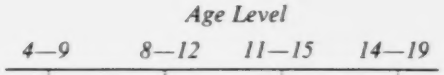
Concept: Physical education can increase self-esteem.

- Works to achieve reasonable personal performance goals
- Seeks competition with others of equal or greater ability
- Demonstrates skill in one rhythmic, one aquatic, and one outdoor education activity

Concept: Physical activities provide opportunities to develop self-discipline and are constructive outlets for aggression.

- Displays self-discipline by accepting decisions made by officials, even if he or she does not agree with the decisions
- Treats competitors fairly

Psychosocial Development (Continued)



Concept: Physical education offers many leadership opportunities.

- Offers assistance when needed as a monitor
- Directs a small group of peers while they are performing a task

Concept: Physical activities are most enjoyable when they offer challenges, risks, and potential for success.

- Displays willingness to attempt a new motor task
- Rearranges equipment to create a greater challenge
- Seeks to compete with others to improve performance

Concept: Dance and sports provide opportunities for developing aesthetic appreciation.

- Executes a movement that expresses feeling of color or design
- Analyzes the movement elements in a dance and sports performance

Concept: Participation in physical activities increases appreciation of the beauty of the dynamic human body.

- Expresses feeling through movement and music
- Lifts weights consistently as part of a regular fitness workout

Concept: Participation increases appreciation and respect for movement activities of other cultures.

- Researches and teaches a folk or ethnic dance to his or her classmates
- Shows enjoyment in folk, square, and ethnic dancing

Humanities

Concept: Aesthetics includes synthesis of sensations (visual, kinesthetic, and so forth) from one moment to the next.

- Communicates body awareness by "talking through" thoughts and feelings
- Describes kinesthetic awareness of skills through nonverbal art forms

Concept: Aesthetic appreciation is a skill to be learned; moving is an important aspect of being a creative, loving human being.

- Needs ample time to practice to excel
- Critically observes other students' performance
- Participates in creative experiences: dance, gymnastics, and aquatics

Concept: Individual satisfaction motivates students to participate in physical activities

- Prepares a self-appraisal statement at the end of a unit
- Establishes personal goals for participating in an aquatics unit

Instructional Strategies

Concept: The method of teaching must include precise instructional objectives.

- Prepares lesson plans that answer the demand for accountability and credibility

Concept: The method of teaching must be based on a comprehensive and well-defined instructional model.

- Considers philosophy, goals, expected tasks, student skills, learning objectives, appropriate instructional strategies, and methods of determining lesson effectiveness when developing lesson plans

Concept: The curriculum must include information worth learning.

- Selects activities that are relevant, challenging, and appropriate and are based on student feedback

Concept: Teaching concepts as well as tasks gives depth to learning.

- Explains the principles behind executing a movement correctly

Concept: Individualized instruction recognizes individual needs.

- Designs self-paced programs and uses task cards, contracts, and progress checks that are based on individual competencies

Concept: Teacher's responses must be properly targeted and timed.

- Responds quickly and positively to desired behavior through verbal praise, smiling, or other forms of recognition

CHAPTER 5

Developing a Balanced Physical Education Program

The purpose of this chapter is to help physical education teachers do the following:

- **Develop a course of study that considers students' physiological and psychological development and appropriate physical activities.**
- **Develop specific activities that correspond with program goals.**
- **Design activities for exceptional students.**
- **Establish intramural and interscholastic programs.**

Once the statement of philosophy and goals are made to conform (chapters 2 and 3), physical education teachers should focus on activities that correspond with program goals and contribute to a balanced and diversified program. Such a program integrates areas of instruction without repetition or gaps, provides physical education to exceptional students, and includes intramural and interscholastic programs.

Physical education teachers should develop and maintain program balance through planning that considers program content—the program scope—and students' ages and abilities—the program sequence.

When developing a balanced program, physical education teachers should also consider the relationship between physical activities and other areas of instruction. Physical activities can be more meaningful if their relationship to other subject areas, such as psychology, mathematics, or physics, is understood. These complex relationships are best understood when they are introduced as opportuni-

ties for students to practice skills, to move progressively from simple to complex tasks, and to understand the underlying psychological, mathematical, or scientific principles involved.

Physical educators can achieve a balanced and diverse program by (1) identifying appropriate areas of instruction for each grade level; (2) designing physical activities in a sequential manner; and (3) explaining the relationship between the areas of instruction and other subjects.

The three tables included in this chapter illustrate how areas of instruction should be incorporated into the physical education program. Table 1, "Developing a Course of Study," illustrates the process of developing a balanced and diverse program and is organized according to subjects discussed in chapters 1 through 8. Each chapter contains information that can be used to complete the course of study.

Table 2, "A Balanced Program Design: A Theoretical Model," outlines students' physiological and psychological development and general categories of corresponding activities.

Table 3, "A Balanced Program Design: Practical Applications," outlines specific physical activities that correspond to the general categories presented in Table 2.

Physical Education for Exceptional Students

A free and appropriate education for all handicapped students is mandated by federal and state laws.[1] Because the capabilities of these students vary, physical education classes that provide for the students' diverse needs should be established. The four options available are (1) regular physical education classes; (2) regular physical education classes with modifications; (3) specially designed physical education classes; and (4) adapted physical education classes. Students should be assigned to a class on the basis of their ability, not their disability, and no student should be denied an opportunity to participate in a physical education class. A description of each option follows:

Regular Physical Education Classes

Regular physical education classes conducted by a physical education teacher or regular classroom teacher are the least restrictive classes for students with exceptional needs, including those with a temporary physical disability. (However, students with exceptional needs may need supplementary aids and services.) Programs are based on the physical education curriculum that is adopted by the district. Classes are designed for all students who are capable of benefiting from participation.

The *California Administrative Code, Title 5, Education,* Section 3001, describes a temporary physical disability as a:

> ...disability incurred while a pupil was a regular education pupil and which at the termination of the temporary physical disability, the pupil can, without special intervention, reasonably be expected to return to his or her regular education class.

Whenever a student's physical disability is determined to be temporary, he or she should be given an opportunity to participate in a regular physical education class.

Regular Physical Education Classes with Modifications

Regular physical education classes conducted by a physical education teacher or regular classroom teacher can be modified to accommodate handicapped students without diminishing the value of the class for nonhandicapped students.

Examples of accommodations include the following:

1. *Modifying activities according to grade level.* Activities can be modified according to grade level by introducing:
   a. Problem-solving skills and approaches to movement in elementary school

(Continued on page 48)

[1]The Education of All Handicapped Children Act of 1975; Public Law 94-142; and the *California Administrative Code, Title 5, Education.*

Table 1. Developing a Course of Study

Procedure and corresponding chapter	*Purpose*
Complete a program assessment. (Chapter 1)	To identify the strengths and weaknesses in the physical education program
Write a statement of philosophy. (Chapter 2)	To establish agreement on the purpose of physical education that considers school and community needs
Establish program goals. (Chapter 3)	To ensure that the resulting program will be appropriate for students
Review the basic concepts and related activities of a comprehensive physical education program. (Chapter 4)	To meet the developmental needs of all students and to relate physical education to other disciplines
Develop activities that correspond with program goals. (Chapter 5)	To translate goals into physical activities and classroom practices
Establish policy and procedures that are consistent with the program goals. (Chapter 6)	To ensure compliance with administrative requirements
Establish monitoring and evaluating procedures. (Chapter 7)	To ensure that quality remains high and changes occur when necessary
Review and monitor available resources. (Chapter 8)	To make maximum use of school, district, and community teaching aids

Table 2. A Balanced Program Design: A Theoretical Model

Student Age and Abilities (Sequence)

Program Content (Scope) — *Skill category*	*Ages 4—9*	*Ages 8—14*	*Ages 13—18*
Motor skills	Enhancing perceptual-motor skills 1. Kinesthetic discrimination 2. Visual discrimination 3. Auditory discimination 4. Tactile discrimination Developing basic movements (with and without rhythms in response to varying space, time, force, flow, and expressive emotional requirements) 1. Locomotor 2. Nonlocomotor 3. Combined 4. Manipulative	(Assimilating perceptual-motor skills combined with basic movement skills, with and without implements, rhythms, or supports) Developing fundamental skills, including mastery of concomitant concepts 1. Aquatics 2. Dance 3. Daily living activities 4. Gymnastics 5. Individual sports 6. Team sports	Developing advanced skills (demonstrating knowledge and skills development in a *minimum* of one sport or activity in each identified skill area as assessed by fulfillment of predetermined performance objectives) 1. Aquatics 2. Daily life activities 3. Dance 4. Gymnastics 5. Individual sports 6. Team sports
Physical abilities	Participating in activities 1. Balance 2. Endurance 3. Strength 4. Flexibility 5. Agility 6. Conceptual assimilation	Demonstrating a level of proficiency assessed by recognized instruments 1. Balance 2. Endurance 3. Strength 4. Flexibility 5. Agility 6. Conceptual assimilation	Demonstrating an acceptance of a lifestyle of involvment in physical fitness and applying related principles
Skilled movements	Performing simple skilled movements 1. Creative games and expression 2. Traditional games and rhythms	Demonstrating compound skilled movements 1. Creative games and expression 2. Traditional games and rhythms	Developing complex skilled movements (pursuing advanced, creative, nondiscursive movements in a minimum of three activities of one's choosing)

Social skills	Developing beginning social skills 1. Self-discipline; self-control 2. Self-discipline and self-control in relation to other persons and objects 3. A positive self-image 4. Partner to small group	Developing intermediate social skills 1. Responsibility 2. Followership 3. Leadership 4. Self-acceptance and positive self-image 5. Tolerance for others 6. Progression from small groups to simple team	Consistently demonstrating adult social skills 1. Responsibility 2. Followership skills 3. Leadership skills 4. Self-acceptance and positive self-image 5. Tolerance for others 6. Caring and compassion for self and others 7. Teamwork and competition
Recreational skills	Developing beginning recreational skills 1. Simple skills for recreational involvement 2. Choice of worthwhile leisure-time activities		Demonstrating adult recreational skills 1. Actively involved in a variety of worthwhile recreational activities 2. Abstaining from debilitative activities 3. Planning recreational activities for others 4. Appreciation for various types of recreational, ethnic, or racial influences

Table 3. A Balanced Program Design: Practical Applications

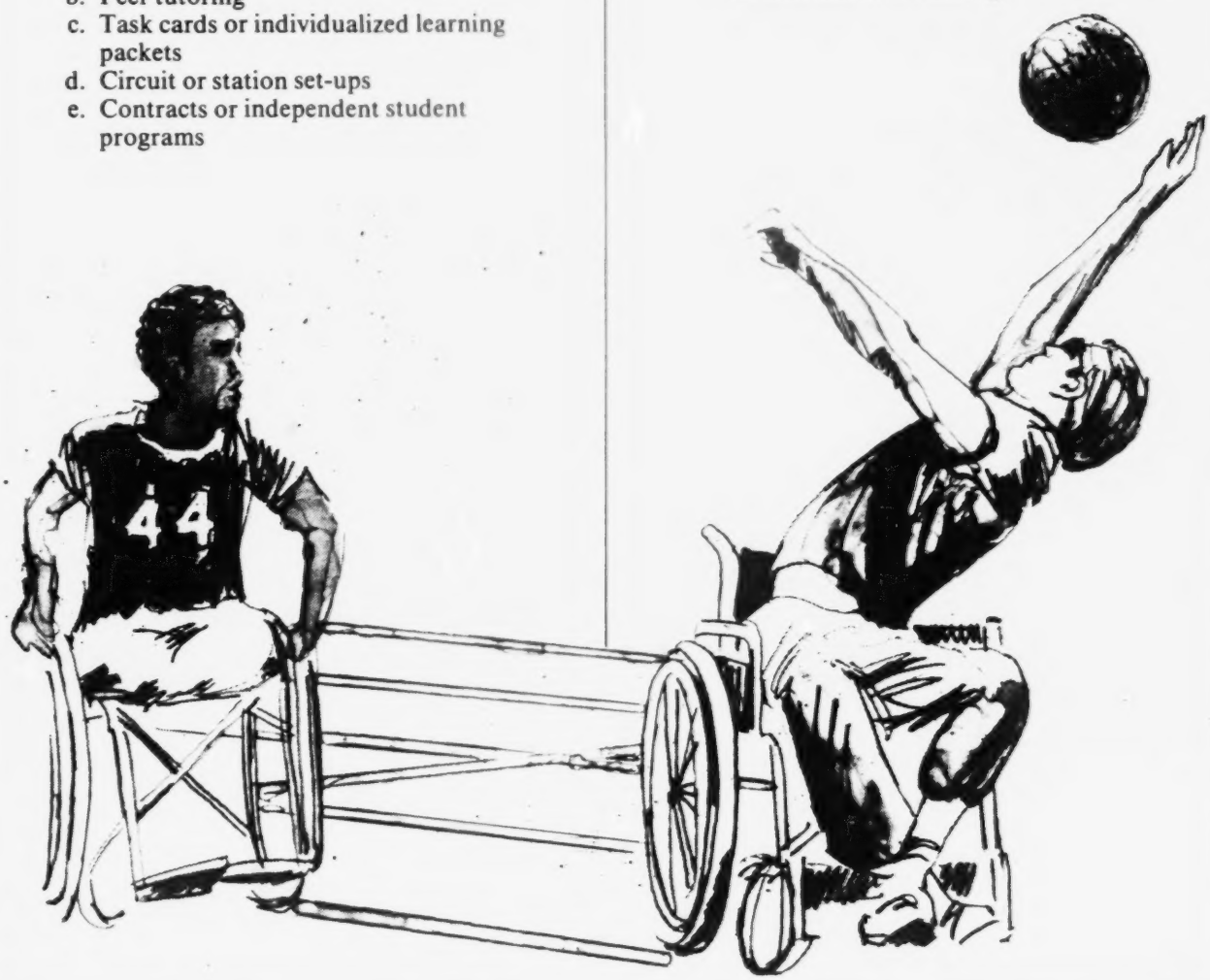
Skill category/ area of instruction	**Student Age and Abilities**			*Related activities*
	Ages 4—9	*Ages 8—14*	*Ages 13—18*	
Rhythms	Creative movement, singing games	Exercise to music	Exercise to music, aerobics	Relating the purpose of movement to physical conditioning
Dance	Beginning folk and nonpartner dance	Folk, tap, ethnic, square, modern, classical ballet	All activities for ages eight through fourteen, plus social, jazz, and dance production	Explaining the foundations and meaning of dance as an art form; relating it to other art forms employing movement
Basic movement skills	Perceptual-motor, locomotor, and nonlocomotor movements; object manipulation, posture, movement exploration	All activities for ages four through nine, except skills that are combined, extended, and refined		Explaining mathematical concepts through basic skills in movement and the importance of these basic skills to successful physical performance throughout life
Physical fitness	Jumping rope, stretching, apparatus play, relaxation techniques	All activities for ages four through nine, plus beginning jogging, resistive techniques, obstacle course	Interval running and swimming, weight training, nutrition, self-evaluation programs	Explaining the scientific principle of resistance and the benefit of resistance in movement
Games	Dodging, throwing, striking; catching, kicking, chasing and fleeing	Relays, games leading to sports	Recreational games	Explaining the significance of play in leisure activities
Sports		Team sports	All activities for ages eight through fourteen, plus individual and dual sports	Explaining the social skills necessary to participate successfully in team sports

Gymnastics	Animal walks, balance activities, roles, apparatus activities, pyramids and tumbling	All activities for ages four through nine, plus rhythmic gymnastics and floor exercise		Explaining the laws of physics as they apply to these activities
Stunts and tumbling		Rythmic gymnastics, indoor apparatus activities, combative stunts	Rings, vaulting, parallel bars, balance beams, floor exercise, high bars	Explaining the history of gymnastics, including the history of the Olympic Games
Aquatics	Water safety, water games, swimming	All activities for ages four through nine, plus diving	All activities for ages thirteen through eighteen, plus synchronized swimming, water sports	Explaining the scientific principles of buoyancy and efficient movement in water
Combatives		Self-defense, wrestling, martial arts	All activities for ages eight through fourteen	Explaining the psychological benefits of being skilled in self-defense
Outdoor education	Camping and basic survival skills, environmental awareness	All activities for ages four through nine, plus orienteering, backpacking	All activities for ages eight through fourteen, plus mountaineering	Relating the purpose of physical activities to health, particularly to the role of physical fitness in outdoor activities

b. Flexibile or optional unit schedules in intermediate or junior high school or both
c. Elective or selective programs in senior high school

2. *Adapting teaching methods according to students' needs.* Teaching methods can be adapted to the needs of students by using:
   a. "Buddy" systems that pair handicapped students with nonhandicapped students
   b. Peer tutoring
   c. Task cards or individualized learning packets
   d. Circuit or station set-ups
   e. Contracts or independent student programs

3. *Adapting classroom activities according to students' needs.* Classroom activities can be adapted to the needs of students by:
   a. Assigning playing positions according to the abilities of the handicapped students
   b. Encouraging blind or partially sighted students to hit a beeper ball off a tree or out of their hands in softball
   c. Using scooter boards or gym scooters as an alternative to running



d. Allowing students on crutches to be goal keepers in activities such as soccer, line soccer, or speedball
e. Organizing relays to compensate for students in wheelchairs, on crutches, or with braces, when situations do not allow for an equal number of these students to participate in class teams
f. Modifying rules for students with exceptional needs
g. Applying decathlon-scoring approaches so that students can compete for points against records that are appropriate to their physical condition
h. Permitting the substitution or interchange of duties during participation
i. Including activities in which support is received from an object or a partner or within a small group
j. Limiting play areas if movement capabilities are restricted
k. Providing specific devices or adapting equipment to aid in the manipulation of objects or self

Successful participation in physical activities by handicapped students depends on the teacher's attitude and the classroom environment the teacher creates. Teachers can provide a place in the physical education class for all students to learn and to gain maximum enjoyment from learning by knowing about students' handicaps and motor needs and by encouraging nonhandicapped students to accept handicapped students.

Specially Designed Physical Education Classes

Specially designed physical education classes are offered to students who (1) attend special day classes or separate schools or settings; (2) are unable to function in a regular physical education class or a regular physical education class with modifications; and (3) do not meet the eligibility criteria for adapted physical education. These classes are taught by a special education teacher. The *California Administrative Code, Title 5, Education,* outlines requirements for admittance to specially designed physical education classes.

Adapted Physical Education Classes

Adapted physical education classes ensure that handicapped students receive instruction in physical education. Adapted physical education classes are conducted in a restrictive setting by an adapted physical education teacher.

Students may be eligible to attend adapted physical education classes by presenting assessment data that indicate significantly delayed developmental levels in physical and motor fitness, fundamental motor skills and patterns, and skills involving games, sports, aquatics, and dance. Students are selected to attend adapted physical education classes by the local individualized education program (IEP) team.

Teachers of adapted physical education must possess an Emphasis Credential in Adapted Physical Education. The California Commission on Teacher Credentialing issues this credential and requires that teachers receive instruction in areas such as biology, sociology, health and safety, assessment and evaluation, and psychomotor learning before the credential can be issued. In addition, some adapted physical education teachers provide consultative services to regular physical education teachers, special day class teachers, and special education teachers in special settings.

Intramural and Interscholastic Programs

Intramural and interscholastic programs are extensions of the activities taught in the physical education curriculum and supplement the physical education program. Intramural and interscholastic programs provide opportunities for all students to participate in challenging physical activities. In addition, the benefits of intramural and interscholastic programs are extended to students in support groups, such as the marching band, drill team, and pep squad. These students also take part in many of

the same experiences as those playing the game—uniform dress, disciplined routines, practice periods, and opportunities to represent their school and perform in public. In addition these programs promote other learning experiences for art students who create sports posters, flyers, campus murals, and sculptures; history students who research sports related topics, such as the Olympic Games; volunteer game statisticians; concession stand organizers and workers; assistants to athletic trainers; and sports announcers. (While support groups enhance the physical education program, such programs are not part of the physical education program for which credit is given.)

Intramural Programs

Intramural programs challenge students and offer them the opportunity to achieve championship titles without required practice schedules or extensive time and cost commitments. Intramural activities can be scheduled before, during, or after school, depending on the availability of facilities and student interest.

Intramural programs are important because they:

- Involve a large number of students.
- Provide additional experience in worthwhile lifelong activities.
- Provide voluntary competitive and noncompetitive experiences.
- Provide opportunities to refine skills learned in the instructional program.
- Facilitate new friendships.
- Encourage closer teacher-student relationships.
- Create loyalty to homeroom, club, team, or school.
- Provide program planners and organizers with leadership opportunities.
- Provide opportunities for students to serve as umpires or referees.

Interscholastic Programs

Interscholastic programs are designed for physically gifted students who are academically eligible and dedicated to competing at a high level of performance. This level of competition requires a strong commitment to rigorous practice sessions, individual conditioning, and teamwork. Through interscholastic programs, participants also become aware of athletic career options.

Interscholastic programs are important because they:

- Provide enrichment opportunities to physically gifted students.
- Provide competitive exposure to physically gifted students from other schools.
- Promote high-level fitness and wellness.
- Provide increased opportunities for peak experiences.
- Provide increased opportunities for developing self-discipline.
- Motivate physically gifted students to maintain academic standards.
- Motivate physically gifted students to seek athletic scholarships.
- Prepare physically gifted students for athletic careers.

CHAPTER 6

Implementing a Balanced Physical Education Program

The purpose of this chapter is to help physical education teachers do the following:

- **Introduce a variety of teaching styles and instructional methods in the physical education program.**
- **Implement different approaches to grouping and scheduling.**
- **Develop program policies that are consistent with established program goals.**

To achieve successful learning, physical education teachers should be aware of the effects that various teaching styles have on learning. This chapter helps to make teachers more aware of the effects of teaching styles by relating recent advances in educational theory to physical education. This chapter relates recent advances in educational theory to physical education by presenting ten teaching styles and by outlining corresponding instructional approaches. The chapter also contains guidelines for organizing groups and scheduling classes and concludes with guidelines for developing program and staffing policies.

Effective teaching increases the probability of learning. Effective teachers use scientific principles of learning and creatively adapt these principles to specific learning situations. Research in education indicates that the two major factors influencing successful learning are: (1) students must spend all class time on a specific task; and (2) students must be successful in performing the task.

In education, terms such as teaching styles, teaching strategies, teaching approaches, and teaching methods are often used interchangeably. It is important, however, to recognize that no single style, strategy, approach, or method is a panacea for all instructional situations. Effective teachers use a variety of teaching styles to achieve different objectives. The needs of students can be diverse, and subject matter and course objectives can be too varied to use just one style.

Teaching Styles

Teaching styles are distinguished by the amount of participation and response teachers require and expect from students. A common method of presenting teaching styles is through continuums such as direct—indirect, formal—informal, and command—self-teaching.

Although these continuums imply either/or notions, no extreme style represents a preferred model. Effective teachers are sensitive to the differences that exist between the extremes and appropriately match teaching styles with learning styles or subject matter. Effective teachers know that some students require more structure than others.

Teaching styles illustrate how a shift from one style to another facilitates the transfer of decision making from the teacher to the student and enable teachers to develop a large repertoire.

The continuum outlined in this chapter is the command—self-teaching continuum. The following teaching styles are discussed in this continuum: command, practice, reciprocal task, self-check, inclusion, guided discovery, problem-solving, student-designed, student-initiated, and self-teaching.[1]

[1]The first seven styles are adapted from *Motion and Direction: Physical Education Curriculum Guide, Grades K—12.* Indianapolis: State Department of Public Instruction and Indiana State Board of Health, 1976, pp. 13—16. Used with permission.

Command Style

Teacher's responsibilities

Makes most instructional decisions
Designs objectives and activities
Presents a single standard to be followed
Directs all activities
Evaluates student's performance

Student's responsibilities

Follows instructions
Makes immediate and accurate responses
Performs activities according to instructions

Advantages of command style

Is conducive to large group instruction
Elicits immediate responses
Establishes precise performance standards
Controls performance
Preserves past knowledge, experience, and standards
Ensures safety
Uses time efficiently

Practice Style

Teacher's responsibilities

Designs objectives and task activities
Explains procedures and directs task activities
Designs task sheets
Presents a single standard to be followed
Offers individual and private feedback

Student's responsibilities

Begins to make independent decisions
Practices without being commanded
Participates in evaluation of task performance
Seeks clarification from teacher when needed

Advantages of practice style

Provides opportunities for students to practice on their own
Frees teacher from repeatedly explaining tasks
Provides for greater use of time and space during practice periods
Provides teacher with time to move about, observe students' performances, and offer feedback

Reciprocal Task Style

Teacher's responsibilities

Designs objectives, tasks, and criteria cards or sheets
Serves as a resource person to the observer

Student's responsibilities

Selects a peer partner and alternates doer and observer roles
Performs task and is observed by peer partner
Observes, evaluates, and offers feedback to peer partner
When assuming role of observer, seeks assistance from teacher when needed

Advantages of reciprocal task style

Increases social interaction through relationship with a partner
Provides students with opportunities to give and receive feedback and to analyze movement
Frees teacher to work with a select group on other tasks
Provides for greater opportunities for students to work independently

Self-check Style

Teacher's responsibilities

Designs objective, tasks, and criteria cards or sheets
Directs students to read task cards or instruction sheet for answers to questions
Serves as a resource person in offering feedback about how students are doing in self-assessing their performances

Student's responsibilities

Assumes responsibility for completing task
Observes and assesses own performance
Seeks help from teacher when needed regarding self-assessment skills, not task performance

Advantages of self-check style

Provides self-directed learning experiences
Helps students to develop self-assessment skills
Provides for more individualized instruction
Frees teacher to work with a selected group on other tasks

Inclusion Style

Teacher's responsibilities

Accepts the concept that all students should experience success
Designs legitimate entry points
Guides students toward differentiating aspirations from reality

Student's responsibilities

Decides when to enter the activity or begin to study a subject
Decides whether to go forward or to step back
Differentiates aspirations from reality

Advantages of inclusion style

Allows all students to experience success
Recognizes individual differences
Is conducive to mainstreaming
Provides greater individualization

Guided Discovery Style

Teacher's responsibilities

Selects subject matter
Creates a need to discover the correct response
Presents questions in a sequential manner that leads to discovery
Makes ongoing evaluations of students' responses prior to presenting new clues
Reinforces students' responses without supplying correct answer

Student's responsibilities

Assumes responsibility for initiating movement or verbal responses
Accepts consequences of responses
Seeks to discover correct answer

Advantages of guided discovery style

Stimulates the cognitive domain
Provides for total class participation
Allows students to respond at their own rates of speed
Provides for close student-teacher interaction
Provides for close student-subject matter interaction
Is conducive to learning new subjects

Problem-solving Style

Teacher's responsibilities

Designs relevant problems
Encourages alternative solutions or responses
Serves as a facilitator and resource person

Student's responsibilities

Identifies and understands the problem to be solved
Explores a wide range of alternative solutions
Discovers the subject matter
Checks accuracy of answers with teacher when necessary

Advantages of problem-solving style

Provides legitimacy for alternative responses
Stimulates creativity and initiative
Provides for positive reinforcement of trial and error behaviors
Provides first experience with an open-ended process
Provides students with opportunities to verify and organize solutions
Provides for greater student independence

Student-designed Style

Teacher's responsibilities

Designates general subject-matter area
Serves as a facilitator and resource person

Student's responsibilities

Discovers and designs the questions or problems within the subject-matter area
Seeks solutions to questions or problems
Uses teacher as a resource person

Advantages of student-designed style

Provides opportunities for discovering and designing questions or problems within a specific subject-matter area
Provides for student independence

Student-initiated Style

Teacher's responsibilities

Listens and asks questions for clarification
Serves as a resource person

Student's responsibilities

Initiates participation
Designs questions and problems
Seeks solutions to questions and problems
Establishes his or her own criteria
Constructs a schema
Evaluates self
Decides on how to use the teacher as a resource person

Advantages of student-initiated style

Provides opportunities for systematically exploring or examining questions or problems
Provides for the presentation of a final product
Provides for greater student independence

Self-teaching Style

Teacher's responsibilities

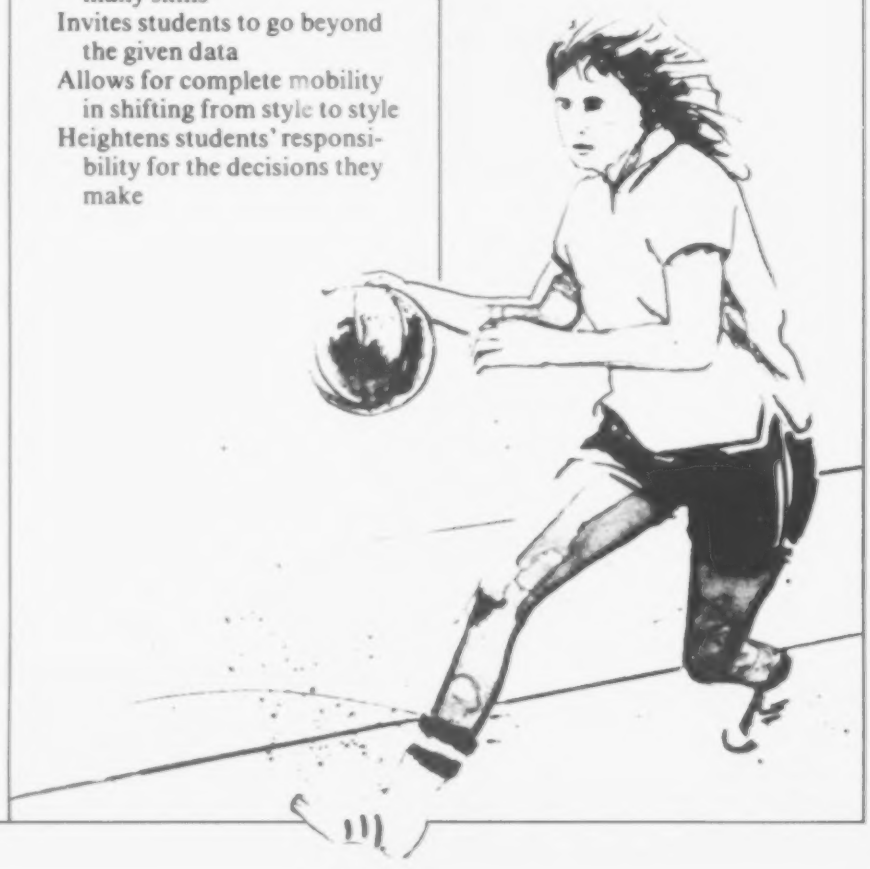
Serves as a resource person when needed
Supports student

Student's responsibilities

Makes most instructional decisions

Advantages of self-teaching style

Teaches students how to learn
Provides for the integration of many skills
Invites students to go beyond the given data
Allows for complete mobility in shifting from style to style
Heightens students' responsibility for the decisions they make



Corresponding Instructional Approaches

Teachers who use various teaching styles should recognize that physical education is a participatory subject and should encourage optimal student participation. The following instructional approaches outline varying degrees of teacher-student interaction:

Compentency-based learning	*Teacher* designs objectives that students must achieve before advancing. *Students* know exactly what they must achieve before advancing and do not demonstrate performance gaps.
Contract learning	*Teacher* assists students in designing individual contracts. *Students* educate themselves in or out of school.
Drill	*Teacher* analyzes and demonstrates the skill. *Students* practice the skill to increase performance.
Individualized instruction	*Teacher* adapts the program to the special needs of individual students through diagnosis and prescription. *Student* needs are individually met and students progress, uninterrupted, at their own rate.
Information processing	*Teacher* facilitates the processing of information. *Students* process and retrieve information accurately and creatively and pursue subject matter seriously.
Interdisciplinary approach	*Teacher* coordinates the physical education program with other subject areas. *Students* integrate concepts that are central to physical education with other disciplines.
Lecture	*Teacher* verbally presents the material. *Students* record the material.
Mastery learning	*Teacher* designs specific objectives for more than one mastery level and provides for different rates of learning and immediate feedback. *Students* are assured mastery of a specific level before proceeding to the next level and work at their individual rates of speed.
Movement education	*Teacher* structures learning activities to emphasize movement analysis and body management competencies. *Students* become more aware of how and why their bodies move in certain ways.

Peer teaching	*Teacher* transfers teaching responsibilities to the students and increases peer interaction. *Students* assume responsibility for helping each other learn a skill.
Programmed instruction	*Teacher* divides subject matter into small steps, and each step builds on the preceding one. *Students* actively respond to one task at a time and receive immediate feedback.
Role playing	*Teacher* stages real-life situations and problems. *Students* solve problems by acting out roles through improvisation.
Socratic approach	*Teacher* repeatedly poses questions. *Students* search for answers.
Systems approach	*Teacher* leads students step by step through a systematic model that identifies all parts of the instructional process. *Students* proceed step by step through the process.
Team teaching	*Teacher* shares teaching responsibilities with professional peers. *Students* are exposed to more than one point of view during instruction.

Guidelines for Organizing Groups

Organizing students in groups is often an effective method of teaching physical education. Students who participate in group instruction can often spend more time directly on tasks and quickly master them.

Grouping students according to ability is an approach that allows students to be with others of similar maturity or level of achievement. In addition, teachers may easily modify activities according to the students' level of skill. Other grouping approaches allow for more teacher-student interaction, self-paced instruction, and student independence and include large group instruction, small group instruction, open laboratory, and individual study. These approaches are outlined as follows:

Large Group Instruction

Suggested activities

Orientation sessions
Media presentations
Rules, strategy, and history presentations
Written tests
Guest speakers
Warm-up periods
Skill demonstrations
Movement explorations sessions
Practice sessions
Team sports
Mimesis

Benefits

Imparts information to many students in one setting
Exposes students to a variety of peer opinions during question-answer periods
Allows teachers to specialize in areas of competence
Frees one or more teachers to work with selected students when classes are combined

Small Group Instruction

Suggested activities

Skill drills
Individual and dual sports
Learning stations
Skill tests
Physical fitness tests
Practice sessions
Analysis of skill development
Peer teaching

Benefits

Provides time for more practice
Allows for more personalized instruction
Allows for greater teacher-student interaction
Allows students to be grouped on an individual basis
Provides more opportunities for student leadership

Open Laboratory

Suggested activities

Informal practice sessions
Recreational activities
Enrichment activities
Opportunities to make up absences

Benefits

Provides opportunities to practice outside the classroom
Encourages voluntary student participation
Allows for greater personal assistance by supervising teacher
Provides for participation in a safe and supervised learning environment
Allows greater student independence in selecting, directing, and evaluating performance tasks

Individual Study

Suggested activities

Movement exploration
Choreography
Creative solutions to problems
Career development
Research in sports, games, dance, gymnastics, aquatics, and physical fitness
Independent skill practice in sports, games, dance, gymnastics, aquatics, and physical fitness
Contract learning
Independent study

Benefits

Makes use of off-campus facilities (community jogging areas, local park facilities, cycling paths, golf driving ranges, classical ballet and ice skating centers, outdoor living facilities, and beaches)
Provides optimal student independence in selecting and evaluating a personal physical activity program
Brings an extension of the learning environment to the community
Encourages development of personal responsibility
Provides opportunities for students to learn at an individual rate
Allows for individual differences
Allows for mainstreaming

Guidelines for Scheduling Classes

When selecting scheduling approaches, consideration should be given to the following conditions:

- Needs and interests of students
- Number of students
- Program balance and diversity
- Equal opportunities for all students to make use of available resources
- Number of available teaching stations
- Appropriate distribution of instructional time allotments
- Optimal program continuity

Various alternative scheduling approaches and their advantages and disadvantages follow:[1]

Elementary Schools	**Basic Weekly Schedule Plan**	
	Advantages	*Disadvantages*
Activities are scheduled according to certain days of the week. The same pattern is repeated every week.	Is excellent for the primary grades when taught by a classroom teacher Helps ensure proper content balance in the program Facilitates the sharing of equipment and facilities Students know what to expect and can dress properly.	No allowance for flexibility Not appropriate when physical education is not planned on a daily basis
	Seasonal Units Plan	
	Advantages	*Disadvantages*
Experiences are organized as a series of seasonal units. The units may vary in time. In a daily program two units may be offered concurrently. This plan is best suited for the intermediate grades.	Provides for seasonal interest and motivation Provides for continuity of presentation Provides advantages for the intermediate grades because of increased interest span Minimizes the need for sophisticated facilities	In many cases a well-balanced program is not maintained, and individual needs are not met.

[1]Adapted from *Motion and Direction: Physical Education Curriculum Guide, Grades K—12.* Indianapolis: Indiana State Department of Public Instruction and Indiana State Board of Health, 1976, p. 9. Used with permission.

Elementary Schools (Continued)	**Informal Yearly Balance Plan**	
	Advantages	*Disadvantages*
No definite sequence of units is set, and no specific pattern for the weekly schedule is followed.	The physical education teacher can work individually with the classroom teachers to plan most suitable program.	Must be based on close evaluation and supervision by the physical education teacher May allow for too much program variability Requires constant evaluation and adjustment of daily lesson plans
	Cyclic Plan	
	Advantages	*Disadvantages*
This plan is quite similar to a basic unit plan; however, time units are based on the administrative division of the school year.	Provides for continuity and logical progression Provides for strict budgeting of time Allows for more intensive instruction that leads to greater skill development by budgeting time between fewer activities each year	Has limited flexibility Is ineffective with short class periods
Middle or Junior and Senior High Schools	**Prescribed Single Block Plan**	
	Advantages	*Disadvantages*
This plan outlines a basic sequence for students to follow. Units may vary in length. The students are classified according to grade level; and the curriculum is planned on a three-year, four-year, or six-year basis, depending on the school organization.	Encourages progression in the curriculum Provides for balance and planned sequence Allows dual activities to be presented Is compatible with small school where grades are combined	Does not compensate for individual differences within any one grade level May involve overlap and repetition Requires administrative scheduling

Middle or Junior and Senior High Schools (Continued)	**Concurrent Unit Plan**	
	Advantages	*Disadvantages*
Two units of activities are scheduled concurrently for the same grade level. This plan is widely used in schools offering classroom work in physical education or when facilities, such as swimming pools, are shared.	Provides for a high level of interest and motivation Makes for optimum use of facilities and personnel Allows for flexible student grouping and team teaching	Difficult to maintain continuity of instruction Difficult to schedule increased activities
	Elective Plan	
	Advantages	*Disadvantages*
Elective programs are possible with many variations. The basic program can be carried through the ninth, tenth, or eleventh grade and can allow students to elect programs in the last two or three years.	Meets individual differences May increase students' enthusiasm for participation in physical education	Is practical only for large schools with good instructional facilities Requires care in scheduling activities and maintaining records

Guidelines for Developing Program Policies

Chapter 2, "Developing a Philosophy of Physical Education," and Chapter 3, "Determining Program Goals," present general information for use when developing program policies. However, the following specific items should be considered when developing program policies. School districts should ensure they have developed policies regarding these items.

Accident reporting	All accidents occurring during physical education classes and during intramural and interscholastic programs should be reported immediately on standard district or school forms.
Activity preference survey	Student activity preferences should be surveyed periodically.
Appropriate clothing	The following factors should be considered when determining appropriate clothing for physical education: Safety Comfort Cleanliness Freedom of movement Economy
Assemblies	Assemblies, performances, or presentations honoring special groups and athletes are powerful public relations tools and should reflect high organization and presentation standards.
Attendance	A simple but exact system of attendance is needed to account for all students and to encourage maximum participation in physical activities.
Class size	The teacher-student ratio should be the same for physical education as for other subject areas.
Credit for physical education	Credit in physical education should be awarded for promotion from grade to grade and required for graduation.
Excuses	School district personnel should excuse students from physical education only on the basis of a physician's diagnosis.
Fees and charges	The district should adopt a policy regarding fees and charges that is consistent with state and federal regulations.
Grading	Grading policies should reflect the acquisition of minimum competencies.
Insurance	Insurance plans that are tailored to the needs of local districts and schools should be provided.

Leadership	To ensure that students develop skills in planning and directing activities, they should be encouraged to serve as squad or team leaders, officials, equipment monitors, warm-up leaders, and so forth.
Nonequivalencies	Marching band, drill team, driver education, ROTC, office assistantships, cheerleading, and health education do not involve activities for which physical education credit should be given.
Performance standards	School districts should develop performance standards to ensure a student's mastery of physical education skills prior to graduation.
Physical fitness testing	School districts should adopt a policy for physical fitness testing that is based on state requirements.
Play periods	Structured play periods are recommended at the elementary level to encourage participation by nonparticipants.
Showers and towels	Showering facilities and towel service should be provided to junior high and high school students enrolled in physical education.
Staffing	Students' needs should be matched with the teachers' strengths. All physical education teachers and coaches should possess the appropriate credential or license.
Time allotments	Daily class participation in physical education is recommended for kindergarten through grade twelve. Time allotments should conform with state requirements. Each subject should be allotted an equal amount of time.

Guidelines for Developing Staffing Policies

An effective physical education program is staffed by effective teachers. Staffing policies can help ensure that all physical education teachers are effective. The following items should be considered when developing staffing policies. School districts should ensure they have developed policies concerning these items.

Certification	Those who teach physical education have been certified by the state to teach the subject. Every effort is made to employ coaches with credentials in physical education.
Compliance with regulations	Physical education teachers comply with federal and state regulations that pertain to physical education programs and activities, and the district ensures compliance.
Evaluation criteria	Physical education teachers have developed criteria for evaluating students' performances in physical education, and the criteria have been approved by the school or district.
Independent study programs	The district or school requires physical education teachers to develop a policy that allows high school students to participate in independent study programs or off-campus physical activity equivalencies.
Ineffective teachers	Teachers whose methods are not effective are monitored by administrators and participate in in-service training programs.
In-service training	The district provides relevant in-service training and incentives for advanced study.
Interscholastic program	Coordination and direction of the interscholastic program is the responsibility of an athletic director, supervisor, or consultant.
Physical fitness testing	District policy requires physical education teachers to conduct physical fitness testing and report scores.
Program support	The school administration supports physical education teachers and monitors the physical education program.
Staffing formulas	Staffing formulas are made with consideration for matching the needs of students with the strengths of teachers.
Teacher-student ratio	The teacher-student ratio in physical education classes does not exceed the teacher-student ratio in other classes.

CHAPTER 7

Reviewing Evaluation and Grading Procedures

The purpose of this chapter is to help physical education teachers do the following:

- **Review evaluation policies.**
- **Coordinate evaluation policies with the goals and objectives of the physical education program.**
- **Establish performance standards.**
- **Design a grading system that makes evaluation a positive learning experience.**

This chapter contains information teachers should use when reviewing evaluation and grading procedures. This information can help make evaluation and grading positive learning experiences.

Evaluation Procedures

Evaluations provide essential information to teachers and students on how well they are progressing. Students should be informed of evaluation procedures at the beginning of each term. Evaluations should be conducted at specific intervals during the physical education program, and the six goals of physical education should comprise the frame of reference against which these evaluations are conducted. (The results of evaluations are often reported as grades. An outline of grading policies is included in this chapter.)

Students should be evaluated at the end of each instructional unit and at the end of each school year. During an instructional period, one goal may be emphasized over another so that students can accomplish the specific lesson objective. However, as students progress, they should demonstrate mastery of all six goals of the physical education program. For purposes of evaluating student performance at the end of each instructional unit, the goals should be translated into clearly stated individual objectives. Suggested criteria for teachers to use when developing individual objectives are listed in column 2 of Table 4. Once the instructional unit is finished, students should be evaluated on how well they have met these objectives.

Students also should be evaluated at the end of each school year. This evaluation indicates how

well students have learned and mastered the individual goals identified in column 1 of Table 4. Criteria used to conduct this evaluation at the end of the school year should also correspond to the six goals of physical education, and the criteria are listed in column 3 of Table 4. These criteria should be used to develop proficiency standards against which students' progress toward mastering the six goals of physical education should be measured. Criteria should include all six goals, a skill area for each goal, and proficiency standards for measuring students' progress. Sample skill areas and proficiency standards are outlined in column 4 of Table 4.

Teachers should consider the following terms and definitions when developing individual objectives and performance criteria:

Attendance. Attendance represents the first step toward participation. Flexible provisions, such as allowing one or two absences, should be clearly communicated to students at the start of each instructional unit. Provisions should be made for make-up work.

Commitment. Commitment is determined by behaviors that indicate how well students are working toward accomplishing a goal.

Cooperation. Cooperation reflects adherence to class rules, adaptability to new situations, and sensitivity to others.

Creativity. Creativity reflects the ability to explore alternative solutions to movement problems as well as to create new movement forms and patterns.

Dressing. Clothing should be appropriate and allow safe participation activities.

Effort. Effort is determined by behaviors that indicate how frequently, long, and intensely students are involved in instructional units.

End versus means. Letter grades, points, awards, trophies, and other reward symbols are often used to motivate students. However, when rewards are perceived as goals, they may encourage student dependence on rewards and detract from appreciating and enjoying the process of learning.

Evaluation criteria. Physical education teachers should be explicit in defining evaluation criteria and in communicating this information to students, parents, and other educators. Grade inflation usually stems from failure to clarify goals and objectives and to determine the degree to which goals and objectives are attained.

Handicapped and disabled students. Various programs exist to accommodate handicapped and disabled students. Refer to "Physical Education for the Exceptional Student" in Chapter 5.

Improvement. Improvement is determined by the difference between early and later performances.

Participation. Benefits of the goals are not possible without regular participation. Daily participation and remaining on task ensure improved performance for students of all levels of ability.

Performance criteria. Performance criteria are predetermined performance objectives.

Poor achievers and problem students. These students often demonstrate negative attitudes toward physical education or themselves or both. Not participating in physical education activities may be a way of avoiding failure, regardless of what the grade or report card suggests.

Self-direction. Self-direction reflects the ability to evaluate abilities, think critically, and plan for personal growth.

Sex biases. Girls and boys should be encouraged to participate in all activities they are capable of performing, including those that may be viewed as traditionally male or female. Evaluation and grading practices must be the same for both sexes.

Work habits. Work habits reflect the manner in which class requirements are completed.

Because evaluations can stimulate both positive and negative emotional responses, evaluations can either facilitate or impair the teaching-learning process. However, when evaluations are viewed as a means rather than as an end, they become less threatening and can improve instruction and student performance. Ways in which teachers can

(Continued on page 70)

Table 4. Criteria for Evaluating Student Performance

1	2	3	4
Goals	*Criteria for developing individual objectives*	*Criteria for developing proficiency standards*	*Sample skill areas and proficiency standards*
Goal 1: Physical Activity	Participation Effort Knowledge and understanding	Values physical activities as a source of enjoyment during leisure time Identifies recreational opportunities in the community and learns new skills related to these opportunities Incorporates learned movement skills and concepts into games, sports, dance, and aquatics	*Skill area.* Lifetime sports and activities *Proficiency standard.* Participate in two different individual activities or sports; two different dual activities or sports; or two different team activities or sports.
Goal 2: Physical Fitness and Wellness	Improved performance toward fitness and wellness Meeting performance criteria Knowledge and understanding	Demonstrates sufficient muscular strength and endurance to maintain efficient posture, perform work requirements, and meet emergency situations Describes the relationship of nutrition to physical fitness, physical performance, weight control, and body composition Explains the effects of fatigue, illness, relaxation, exercise, and stress on the body	*Skill area.* Physical fitness *Proficiency standard.* Score between the 25th and 50th percentiles on approved fitness test.
Goal 3: Movement Skills and Movement Knowledge	Improved motor performance Meeting performance criteria Knowledge and understanding	Moves with confidence and ease and indicates a willingness to try new activities Demonstrates an understanding of movement principles and body mechanics for safe and efficient movement Moves efficiently and effectively during planned or unplanned daily life situations	*Skill area:* Games, sports, dance, and basic water survival *Proficiency standard.* Know and understand the basic rules of each sport, activity, or dance. Demonstrate basic water survival skills. Select and perform a basic skill of a sport, activity, or dance, such as a serve in tennis or an arabesque in ballet.

Goal 4: Social Development and Interaction	Work habits Cooperation Spontaneous assistance	Perceives and appreciates similarities and differences between individuals and makes humane social comparisons Demonstrates the confidence to lead or the discipline to follow Understands the decisions made by those with authority and participates in physical activities in a manner that respects the performance of others	*Skill area.* Appropriate social skills *Proficiency standard.* Successfully interact with others; for example, show courtesy on playing field.
Goal 5: Self-image and Self-realization	Improved self-image Self-direction Creativity	Designs a personal physical activity program suited to individual career choices and anticipated life-styles Adapts games and activities to accommodate individuals with varying abilities and characteristics	*Skill area.* Appropriate self-assessment and development skills *Proficiency standard.* Demonstrate a positive self-image through program participation.
Goal 6: Individual Excellence	Commitment and perseverance Attainment of challenging personal goals	Committed to improving skill performance required for high achievement Achieves predetermined goals	*Skill area.* Physical performance in a lifelong program of planned physical activity *Proficiency standard.* Demonstrate interest in many different physical activities; participate actively in some; and skillfully articulate relationships of skills learned to other future physical activities.

make evaluations positive learning experiences follow:

- Clarify student expectations and evaluation methods at the beginning of each instructional unit.
- Provide students with opportunities to establish goals and evaluate their progress in attaining them.
- Use early assessment data to determine appropriate student outcomes, instructional starting points, and grouping approaches.
- Provide students with early assessments and evaluations so they can make the necessary adjustments to improve their performances.
- Reduce threatening situations by providing sufficient instruction and practice time before an evaluation is made.
- Emphasize activities that are not graded, such as taking chances, risking failure, and being creative.
- Design additive rather than subtractive records and keep them up-to-date and open to student review.
- Use a variety of evaluation instruments at the beginning, during, and at the end of instructional units.
- Recognize progress when it occurs and allow students to achieve at different rates of speed.
- Clarify student expectations and evaluation methods for assessing student performance at each grade level.
- Assess readiness to learn, perceptual-motor abilities, skills, and attitudes to determine appropriate objectives.
- Use positive approaches whenever possible. Negative approaches, such as debasing comments or threats to lower grades, are not effective.
- Demonstrate patience, understanding, and concern for students who face difficulties and encourage and praise both effort and achievement.

- Create a learning atmosphere in which students are not afraid to make mistakes and are not penalized for making them.
- Conduct private conferences with students who cause problems. The conferences should be open dialogues between the teacher and the student.

Testing and Grading Procedures

The individual objectives and proficiency standards that correspond to the six goals of physical education are outlined in Table 4, "Criteria for Evaluating Student Performance." They form the basis on which teachers can grade students' performance. Before teachers can grade students' performance, however, they must decide on the kind of measure to use to gather information on students' performance and progress and the grading system to use to report the results. A description of various tests and grading systems follows.

Testing

Although several methods of assessing students' performance exist, tests are the most accurate means of assessing students' performance. Several tests are available for teachers to use to assess students' performance; teachers should choose the test that allows an accurate assessment of how well students are mastering the six goals of physical education. Criterion-referenced tests are often used in physical education programs and often can be modified for students to use in evaluating their own progress. A description of criterion-referenced tests and student self-evaluation follows.

Criterion-referenced Tests

Criterion-referenced tests often are used in the physical education program because they are designed to assess students' performance during different stages of development. Examples and descriptions of criterion-referenced tests follow:

Entry test. This test determines what skills should be emphasized.

Pretest. A pretest determines to what degree students have already achieved some of the objectives.

Embedded test. An embedded test assesses how students are progressing and provides information for revising objectives.

Post-test. A post-test assesses the students' achievement of objectives after instruction and provides the basis for assigning grades and for identifying future directions.

Student Self-evaluation

Criterion-referenced tests (as well as other tests, task sheets, and checklists) can be modified for students to use to evaluate their own progress without the pressure of attaining a grade or meeting a norm. Self-evaluation allows students to receive feedback and to develop an appreciation and understanding of the grading process. In addition, students can use self-evaluation skills to gauge their performances throughout life.

Grading

Grades symbolize the cumulative achievements of individual students in a form that can be communicated to them and to their parents.

Arriving at a single grade that accurately represents the difference between predetermined expectations and actual performance is difficult. Many factors, such as the amount of emphasis to be placed on each objective and the age and ability of each student, should be addressed. In addition, students should be graded on an individual basis rather than on how well they perform in relation to other students.

In the selection of a grading system, the strengths and weaknesses of each system should be considered. However, all grading systems should encourage excellence, improve the instructional program, and be part of the credits used to determine graduation eligibility. Grading systems commonly used are pass or fail and credit or no credit, criterion and norm-referenced, letter or numerical,

and contract. A description of these grading systems follows:.

Pass or Fail and Credit or No Credit Grading

The pass or fail grading system does not encourage improvement, is not compatible with other subjects, and reinforces negative connotations of the value of physical education. Research in grading systems in motor skills learning suggests that letter or numerical grades are more effective than pass or fail grades.

Pass or fail and credit or no credit grading systems may cause students to lower their achievement to the passing level and may cause a decrease in instructional practices that motivate students to excel. Therefore, using pass or fail or credit or no credit grading systems is not recommended.

Criterion-referenced and Norm-referenced Grading

Criterion-referenced grading is based on the achievement of clearly stated goals and objectives. Criterion-referenced grading emphasizes what students know and can do. Students can effectively move from one level to the next and are judged on the basis of different norms. Criterion-referenced grading systems may contribute to higher levels of student achievement, allow for greater variances in abilities, and facilitate the use of self-paced instruction.

Norm-referenced grading is based on the normal curve. Emphasis is placed on how students achieve in relation to other students, and they are judged on the basis of the same norms. Norm-referenced systems may discourage some students. Because these systems assess the rate of learning rather than the ability to learn, students who learn quickly have a greater opportunity to receive A's than students who learn slowly. When students are graded on a curve, or in comparison with other students, it is difficult to tell whether they have mastered basic concepts and skills. In addition, students could earn a grade of C in a class that performs well as a group and a grade of A or B in a class that performs poorly as a group.

Norm-referenced grading systems can be useful to group students according to ability and to compare one student's performance with another's.

Letter or Numerical Grading

Letter or numerical grading is the common way in which achievement is measured and reported. The letters and numbers used and the level of achievement they describe are:

A or 4. This rating indicates excellent performance and means that the student is making exceptional progress in attaining his or her goals and objectives.

B or 3. This rating indicates very good performance and means that the student is meeting above-minimum or above-average standards for passing.

C or 2. This rating indicates passing performance and means that the student is meeting minimum or average standards for passing.

D or 1. This rating indicates that the student needs to improve in order to meet minimum standards for passing.

F or 0. This rating indicates that the student received no credit and that his or her performance was unacceptable.

Contract Grading

The contract grading system can be used to grade students with varying interests and motivations. In individual contracts each student identifies his or her performance goals and the criteria needed to achieve the goals in order to receive a grade. In this system students learn in a self-directed manner, and teachers serve as facilitators.

The major disadvantages of contract grading are the reduction of peer group interaction and the need for greater recordkeeping.

The use of contracts should be left up to the discretion of the individual teacher. Only the classroom teacher can appropriately match this grading option with student readiness.

CHAPTER 8

Reviewing Facilities, Instructional Materials, and Safety Practices

The purpose of this chapter is to help physical education teachers do the following:

- **Ensure that facilities, supplies, and equipment are adequate and available for implementing a balanced and diverse physical education program.**
- **Maintain facilities and equipment properly and safely.**
- **Identify and teach good safety procedures.**

Proper planning for the provision of adequate facilities and teaching stations, instructional materials, and safety is essential to a sound physical education program.

This chapter contains guidelines for determining adequate physical education facilities, teaching stations, and instructional materials. It also contains information on safe use of equipment and facilities.

Basic School Site Facilities

Listed below are the basic school site facilities needed for implementing a physical education program that will meet the needs of students in kindergarten through grade twelve. Community facilities may also be used to supplement school site facilities.

Adapted room
Auditorium
Cafeteria
Classrooms
Gymnasium
Outdoor and indoor play areas
Pool
Resource center
Room for combatives
Shower and dressing facilities
Storage rooms
Weight training room

The accompanying table, "Outdoor Facilities for Physical Education: Kindergarten Through Grade Twelve," lists the minimum facility requirements for safe and meaningful instruction in physical education.

Table 5. Outdoor Facilities for Physical Education: Kindergarten Through Grade Twelve

	Apparatus area	*Hard surface area*	*Dirt and turf area*
Kindergarten	Balance beam Balance boards Benches (two) Climbing structure, 5 feet (1.524 metres) high Crawling structure Horizontal travel structure, 5 feet (1.524 metres) high Low turning bar, 3 feet (0.914 metres) high Sculptured play equipment Slide, 6 feet (1.829 metres), with safety platform Swing rings Swings, set of three with canvas seats	To be used for wheeled toys, building blocks, games played on circles and squares, ball-bouncing	To be used for stunts, running and jumping games, and digging and live pet area; permits use of tree stumps, boats, boxes, platforms, sandbox, and building blocks
Grades 1—3	Balance beam Balance board Climbing structure, 8 feet (2.438 metres) high Graduated horizontal bars, 5 to 6 feet (1.524 to 1.829 metres) high Horizontal travel structure, 6 feet (1.829 metres) high Low turning bar, 3½ feet (1.066 metres) high Sculptured play equipment Slides, 8 feet (2.438 metres) high with safety platform Swing rings Swings, set of three with canvas seats	Circle game area, 30 feet (9.144 metres) diameter Four square and hopscotch Line areas Multiuse rectangle Tetherball courts Wall targets, 8 feet (2.438 metres) high	Diamonds with running area Digging garden area Multiuse rectangle Sandbox Softball backstop

Grades 4—6	Climbing poles or ropes, 12 feet (3.658 metres) high Climbing structure, 10 feet (3.048 metres) high Graduated horizontal bars, 5, 6, and 7 feet (1.524, 1.829, and 2.134 metres) high Horizontal ladder, 7 feet (2.134 metres) high Parallel bars, 5 feet (1.524 metres) high Sculptured play equipment Swing rings	Basketball courts and standards Circles and squares Four square or hopscotch Handball courts Racquet sports courts Running lanes Shuffleboard Tetherball courts Volleyball courts	Challenge course area Croquet court Multiuse field area Horseshoes, 30 feet (9.144 metres) stakes Jumping pit Softball backstop Softball diamond, 175 feet (53.34 metres) batting radius
Grades 7—8	Climbing poles or ropes, 12 feet (3.658 metres) high Graduated horizontal bars, 7, 8, and 9 feet (2.134, 2.438, and 2.743 metres) high Parallel bars Stationary traveling rings	Basketball courts and standards Handball courts Racquet sports courts Shuffleboard courts Tetherball courts Volleyball courts	Croquet court Multiuse field area Fitness trail area High jump area Horseshoes Jumping pits Running track Softball backstop Softball diamond, 250 feet (76.2 metres) batting radius
Grades 9—12	Climbing poles or ropes, 12 feet (3.658 metres) high Graduated horizontal bars, 7, 8, and 9 feet (2.134, 2.438, and 2.743 metres) high Parallel bars Stationary traveling rings	Basketball courts and standards Outdoor bowling facilities Shuffleboard courts Tennis courts Volleyball courts	Archery area Croquet court Golf driving area Golf putting course or green Multiuse field area Fitness trail area Horseshoes Softball backstop Track and field area
Each school should have an improvised instructional/play area designed to meet the particular needs of its students.			

Teaching Stations

Indoor teaching stations are required for rhythmical activities and dance; gymnastics, including stunts and tumbling; wrestling and weight training; certain individual and dual games and sports; and exercises for rehabilitation. Facilities should be available to students to learn necessary aquatic skills. If climatic conditions prevent or inhibit a sequential teaching of activities in the recommended areas, additional indoor stations should be provided. In schools with inadequate indoor facilities, a multipurpose room may serve as an indoor teaching station.

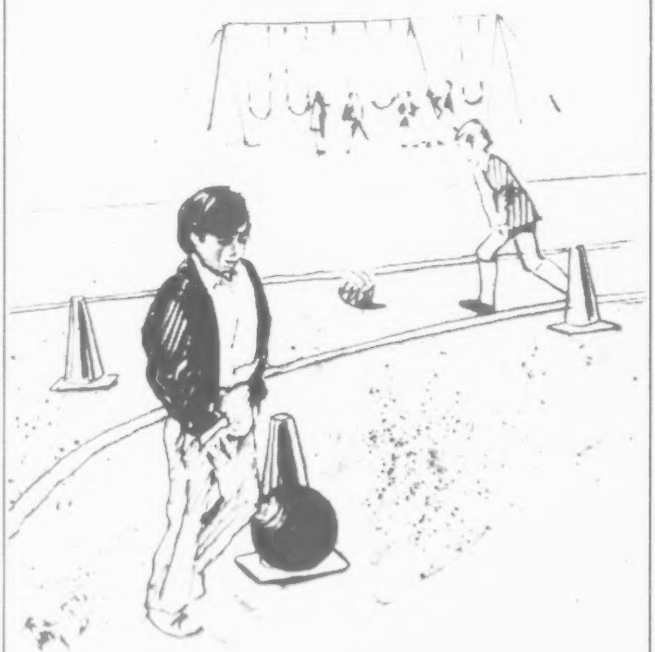
Outdoor teaching stations are appropriate for some activities in the physical education program. In the elementary school several types of outdoor facilities for four age groups should be provided to meet the needs of each student. Separate and protected outdoor facilities should be supplied for students in kindergarten. Because of their characteristics and their resultant needs, students in the primary grades should have play areas separate from those of other groups of students. This also applies to students in grades four, five, and six, as well as those in grades seven and eight. For each of the preceeding four groups of students, different types of facilities must be provided if an adequate program is to be offered. Samples of the type of facilities needed for each age group are:

1. An apparatus area that has a resilient surface, such as a rubber matting over a hard surface of a mixture of shavings and sand
2. A hard surfaced area that has certain marked portions (for example, squares, circles, lines, and courts) and is constructed adjacent to backboards
3. Grass for movement exploration, field activities, and diamonds
4. Running space or a track
5. Recreational areas appropriate to the ages of the students

In addition, dirt-digging space and sandboxes should be available to students in kindergarten and grades one through six.

The personnel who plan outdoor teaching stations should consider necessary access and circulation space for safety. The size of equipment and the space needed for its proper installation should be selected in relation to the sizes of the students who will be using it. Shaded areas with tables and benches should be placed between the noisy outdoor teaching stations and the quiet space near the classroom.

In schools where a small constant enrollment is projected, multiple use of a teaching station can be obtained by superimposing one station on another if both require similar surfaces and configurations but do not conflict; for example, softball diamonds



can be combined with running areas on field space, volleyball and badminton on basketball courts, and circles and squares on rectangles. When instruction is required in two activities at the same time in the same space on the school site, additional facilities are necessary to meet the needs of the additional students.

Whether a school is large or small, the size and type of teaching station for one class remains constant. Maximum enrollment for a class in grades seven through twelve should be 40 students. To teach students in one class efficiently and effectively, the outdoor teaching station should contain the following:

1. Two field spaces on turf
2. Four basketball courts and three volleyball courts on hard surface
3. Eight tennis courts or six tennis courts plus backboard space for at least 16 students
4. A combination of four shuffleboard courts and bowling alleys on hard surface and two croquet courts and four horseshoe pits on turf
5. A golf-putting course or green and an archery and golf-driving range on turf
6. A well-equipped physical performance and conditioning area

In addition, field space should be provided for intramural programs at each intermediate school, junior high school, and senior high school; and fields, diamonds, and court space should be provided for interscholastic sports at each high school.

Dressing and Shower Facilities

Dressing and shower facilities are essential for conducting an adequate physical education program. Students should wear clothes suitable for activities, and students beyond grade six should shower after vigorous participation.

The showers, lockers, and dressing facilities to be provided should have the following characteristics:

- The shower, locker, and dressing facilities should be placed to facilitate simple and direct lines of traffic between them and the classroom buildings, the gymnasium, the playfields, and the other physical education teaching stations. The shower, locker, and dressing facilities should be located so that teachers' offices are close by, are on the same level, and are easily accessible to facilitate supervision and counseling.
- An ample number of small units of dressing space situated between rows of lockers conveniently near the showering area should be provided to allow the largest numbers of students scheduled during any one class period to change clothes comfortably. Partitions and lockers should be low enough for sight supervision.
- An aisle should be located between the benches in front of the lockers that form the partitions for the dressing units to permit students to go to their lockers without interfering with others.
- Lockers and drying places should be as close to the showers as possible but should be arranged to ensure that the drying and locker areas do not get wet. The location of these facilities should require the least possible movement of students and should add to the convenience of students and the ease of supervision.
- The space between dressing, drying, and showering areas should be reserved for walking with bare feet. The location of offices, towel supplies, toilets, equipment storage, and play areas should ensure that traffic is reduced to the absolute minimum.
- A minimum of two private showers and two dressing rooms should be provided in the facilities for boys and girls.
- Facilities should be planned to allow students to dress before placing a used towel in the proper receptacle. In addition, the facilities should provide for flexible procedures for towel pickup and disposal.
- The toilet facilities should be located to provide easy access to both the locker dressing area and to the playing fields.

- The floor should incorporate radiant heating to maintain dry floors in the dressing area and provide comfort in the showering area.
- Arrangements that ensure maximum dryness and cleanliness of the floors in the locker and dressing areas should be provided whenever the dressing, locker, and showering areas in the gymnasium are used in connection with swimming facilities. Additional traffic patterns should be planned in relation to entrances to and exits from the pool.
- All physical education facilities should be designed to be used by community members as well as students, although students' use of facilities should have priority.

Instructional Materials

A well-equipped and well-supplied physical education program provides students with more opportunities to participate in physical activities. Students who participate frequently in such activities learn better, gain mastery of the basic core of physical education, and have more opportunities to enjoy themselves through successful performance.

Teaching supplies and equipment should be provided by the school in quantities that will allow maximum instruction and practice for each student. The following list indicates minimum equipment and supplies required for students who are practicing the same or comparable skills in an instructional period:

- For rhythms and dance, a wide variety of percussion instruments, including an assortment of drums and rhythm sticks; one percussion instrument for each student in kindergarten and in the primary grades; one set of percussion instruments made available for each class beyond the primary grades; a stereo record player or a monaural record player that can be used with stereo and has three speeds with variable speed control in each classroom in the elementary school and in each dance room in the junior and senior high schools
- Mats, sufficient in number for the entire class, which can easily be transported and stored and which are suitable for stunts, tumbling, gymnastics, exercises, and wrestling
- Beanbags, hoops, and individual jump ropes for every student through the sixth grade; and one rope 20 feet long for every five students
- A ball for every student to bounce; a class set of utility balls of a variety of sizes for bouncing
- Supplies of balls, such as basketballs, footballs, volleyballs, and soccer balls, to be provided on the basis of one ball for every five students to use during an instructional period
- Tubes, tires, stilts, wands, deck tennis rings, and so forth, for every five students to use during an instructional period
- Paddles or racquets with balls or birds, bows and arrows, and golf clubs and balls for each student receiving instruction at one time
- Bats with small grips and with different lengths and weights—one for every five students to use during an instructional period
- Supplies for games played on courts and alleys and for table games; for example, deck tennis rings, horseshoes, shuffleboard cues and discs, plastic pins and rubber bowling balls, and table tennis paddles and balls
- Weights and resistance equipment, such as barbells, pegboards, and climbing ropes
- Gymnastic equipment, such as balance beams, trampolines, vaulting boxes and horses, and parallel bars—even and uneven
- Playground apparatus, such as climbing towers, walking boards, swing rings, horizontal bars, ladders, and sculptured apparatus
- Equipment for development of basic skills, such as a stegel, low balance beam, bouncing board, and saw horses; boxes and apparatus suitable for developing a challenge course

The supplies and equipment included in the accompanying chart are recommended for effective instruction. These materials should be stored to provide easy access for all classes.

Elementary—K—6

Equipment

- Adjustable vaulting box
- Air pump
- Balance beam
- Balance boards
- Bowling pin sets
- Cart storage bags
- Chairs
- Challenge course equipment
- Crawling shapes
- Easel or chart holder
- Nets, steel
- Rubber batting tees
- Stegel
- Tumbling mats

Supplies

- Ball inflator
- Balloons
- Bamboo poles
- Bases, movable
- Bases, permanent
- Basketballs, junior size
- Batting tees
- Bean bags
- Catcher's mask
- Cloth patches for team identification ("pinnies")
- Cones
- Deck rings
- Elastic or shock cord
- Footballs, junior size
- Frisbees
- Golf club tubes
- Hockey sticks
- Hula hoops
- Jacks
- Jump ropes, 6, 10, and 20 feet (1.829, 3.048, and 6.096 metres)
- Marbles
- Nerf balls
- Net, cord
- Paddles, wood and foam
- Parachutes
- Pitch-back
- Portable high jump
- Portable net standards
- Push balls, 24—26 inches (60.96—91.44 centimetres)
- Rip flags
- Rubber playground balls, 6, 8, 11, and 12 inches (15.24, 20.32, 27.94, and 30.48 centimetres)
- Rubber tires, automobile/bike
- Scooters
- Soccer balls, rubber
- Softballs, plastic and rubber
- Softball bases, rubber
- Softball bats, plastic, aluminum, and wood
- Stopwatches
- Tape measure, 50 and 100 feet (15.24 and 30.48 metres)
- Tennis balls
- Tetherballs
- Volleyballs, rubber
- Volleyball nets
- Whiffle balls and scoops
- Whistles
- Wands

Intermediate and Secondary—7—12

Equipment

- Abdominal board
- Air pump
- Archery targets and stands
- Backboard for basketball, tennis, and handball
- Backstops for softball and baseball
- Canoes
- Chalkboards
- Climbing ropes
- Clock
- Discus
- Exercise sets
- Field hockey goals
- Field hockey nets
- Fitness trail equipment
- Goal uprights for field sports
- Hair dryers
- High bar
- High jump standards and crossbars
- Horizontal bars
- Hurdles, low and high
- Isometric kits
- Leg press machine
- Mats for placement around apparatus, and for tumbling and wrestling
- Nets, steel
- Parallel bars and uneven bars
- Peg boards
- Pole vault standards and box
- Pulley weights
- Rings
- Scales
- Shot put balls, 8, 10, and 12 pounds (3.63, 4.54, and 5.45 kilograms)
- Side horse
- Small sailing boats
- Snorkeling equipment
- Springboard
- Trampoline
- Vaulting box
- Water basketball goals
- Water polo goals
- Water polo nets
- Weight bench
- Weight scales
- Wrestling mats

Supplies

- Archery target faces, arrows, quivers, arm guards, and finger tabs
- Badminton rackets, presses, and shuttle cocks
- Ball bags
- Bat bags
- Batons
- Basketballs
- Body weights
- Bows, 20, 30, and 40 pounds (9.07, 13.61, and 18.41 kilograms)
- Cage ball
- Cloth patches for team identification ("pinnies")
- Cones
- Field hockey balls, sticks, and shin guards
- Field markers
- Flags
- Flotation devices
- Footballs, junior and regular size
- Golf balls, plastic and regular
- Golf clubs, woods, irons, and putters
- Golf tees
- Handballs
- Jump ropes, individual and long
- Kicking tees
- Kick boards
- Lane markers
- Measuring tape, 50 and 100 feet (15.24 and 30.48 metres)
- Nerf balls
- Paddle balls and rackets
- Racquetballs
- Racquetball rackets
- Scoreboards
- Scorebooks and cards
- Softball bats, wood and aluminum
- Softball bases, permanent and portable
- Softballs, gloves, chest protector, and catcher's mask
- Soccer balls
- Spotting belts, hand and overhead
- Starting gun and blanks
- Stop watches
- Table tennis sets
- Tennis balls
- Tennis racquets and presses
- Track batons
- Volley balls
- Water polo balls
- Weighing scales (small)
- Weight training sets
- Whistles
- Woodblock, gong, cymbal, and drums

Complementary Media

Complementary media provide alternative approaches to actual practice. A careful analysis of instructional situations will determine which medium is appropriate to meet specific objectives.

A well-equipped physical education program should include the following complementary media. Viewing and storage areas should provide easy access for both students and teachers.

Bulletin boards
Closed-circuit television
Computer-assisted instruction
Drawings
Films
Film screens
Filmstrips
Filmstrip projector
Instruction charts
Loop film projector
Loop films
Megaphone
Movie projector, 8mm and 16mm
Overhead projector
Photographs
Posters
Programmed texts
Public address system
Radio
Records
Record players
Self-instructional kits
Simulators
Slides
Slide projector
Sports literature
Strategy boards
Tapes
Tape recorders
Task sheets
Textbooks
Trainers
Transparencies
Videotape recorder
Workbooks

Safe Use of Facilities and Equipment

School site administrators must ensure that school facilities are used safely. To do so, these administrators should (1) supervise the installation of equipment; (2) ensure that appropriate space is provided around equipment and that the rules for safe conduct around equipment are clearly stated and visible; (3) monitor and maintain equipment and facilities; (4) monitor and inspect equipment and facilities and document results; (5) make repairs as soon as a defect is found; (6) ensure that insurance protection is adequate and tailored to the school's specific requirements.

The following hazards are commonly found in school buildings and equipment and should be taken care of promptly:

- Holes or cracks in hard or dirt or turf surfaces
- Grass or weeds growing through cracks in hard surfaces
- Debris
- Loose or weakened play structures
- Weathering and dry rot

Occasionally, schools will choose to make play structures to supplement equipment provided by the district. Individuals responsible for developing such items should verify that the items are architecturally and structurally sound. In addition, these structures require closer safety inspections than equipment provided by the district require.

Areas in and around aquatic facilities necessitate the presence of at least one employee who is certified in lifesaving, first aid, and cardiopulmonary resuscitation. Throwing and reaching devices must be conveniently located around pool areas and should be in usable condition at all times.

Students are more likely to obey rules for safe conduct around equipment if the rules are stated in a positive manner. For example, if desired behavior is waiting for a turn, posted signs should read *Wait for Your Turn.* If desired behavior is walking instead of running in pool areas, posted signs should read *Walk in Pool Area.* If desired behavior is not eating in gymnasium, posted signs should read *Eat Outside the Gymnasium.*

CHAPTER 9

Meeting Professional Requirements

The purpose of this chapter is to encourage physical education teachers to:

- **Participate in in-service training and join work-related professional organizations.**
- **Formulate a code of ethics for physical education and athletics.**
- **Articulate the role of physical education by means of a public relations program.**

This chapter is designed to identify and articulate some important professional concerns—professional growth, ethics, and public relations.

Suggestions for professional growth are outlined, and guidelines for ethical behavior in physical education and athletics are discussed. The chapter concludes with guidelines for developing a public relations program.

Professional Growth

Professional growth is the result of an attitude toward learning that successful teachers sustain throughout their careers. Opportunities for professional growth include:

1. *Continuing education and advanced study programs.* Many colleges and universities (including community colleges) offer courses in physical education in continuing education or advanced study programs.
2. *In-service education programs.* Many school districts sponsor in-service training programs for physical education teachers. In school districts where no in-service training program exists, physical education teachers should request that one be established. Teachers should make the request through appropriate administrative channels.
3. *Membership in professional organizations.* Physical education teachers should join national, state, and local organizations whose members teach or are interested in physical education. In addition, physical education teachers who have a special interest in such subjects as physiology, coaching, or special education may wish to join organizations that focus on that particular aspect of physical education.

Guidelines for Ethical Behavior

The physical education program is designed to teach students skills in various games, sports, and activities. However, the program is also designed to teach students the skills necessary to understand, appreciate, and develop spiritual, moral, and democratic values. The first step in teaching these values to students is developing a code of ethics for physical education and athletics. However, before teachers develop a code of ethics, they first should examine their own personal and professional behavior to ensure that their behavior reflects the standards of conduct they expect from their students.

This section contains guidelines to review before developing a code of ethics, guidelines for establishing a code of ethics, and an example of a code of ethics for physical education and athletics.

Examining Personal and Professional Behavior

The following guidelines suggest personal and professional behaviors—some easy to ignore and difficult to perform. Physical education teachers should review these guidelines before establishing a code of ethics.

Personal Responsibilities

To respect the dignity of each individual
To establish standards of personal integrity
To follow one's conscience without being influenced by social or situational pressures
To understand the behaviors that are valued by society

Professional Responsibilities

With Colleagues

To respect the rights of each colleague
To defend the rights of each colleague
To inform paraprofessionals and part-time teachers and coaches about their ethical responsibilities and to supervise their behavior
To respond actively to questionable behavior on the part of any individual involved in the public school system
To support regulations that mandate equal learning opportunities for all, regardless of sex or handicap
To hold in confidence information shared by colleagues
To discuss colleagues with students only in a positive manner

With Students

To respect the dignity of each student
To serve as an example of ethical behavior
To inform students of instructional expectations and evaluation procedures
To guard the health and safety of students during instructional situations
To respect the rights of students to question and challenge ideas and practices

To avoid using debasing or character-threatening methods
To clarify rules and regulations and the consequences of ignoring them
To guide students toward ethical behaviors that have been endorsed by the district, school, department, or athletic league or association

Establishing a Code of Ethics

Although all physical education teachers in a school or district should participate in establishing a code of ethics, the process of developing a code will be made easier if the teachers appoint a working group to draft a code and present it to all teachers for approval. Once the physical education teachers approve the code, it should be adopted by the school or district administrators.

This working group should follow these steps when developing a code:

1. Develop a philosophy of physical education and athletics or a statement of purpose for the physical education program.
2. Identify ethical behaviors that are consistent with the philosophy or purpose.
3. Agree on the ethical behaviors that implement the philosophy or purpose.
4. Acknowledge that situations not provided for in the code may arise and plan to deal with them in accordance with the intent of the philosophy and purpose.
5. Formulate enforcement policies to ensure compliance and grievance procedures to use if violations occur.
6. Present a list of ethical behaviors, enforcement policies, and grievance procedures to school or district physical education teachers for review and approval.
7. Once the code is approved by all physical education teachers, present the code to school administrators for adoption.
8. Once the code is adopted, present it to students and other staff members.

An example of an approved code of ethics follows:

CALIFORNIA INTERSCHOLASTIC FEDERATION CODE OF ETHICS

1. To emphasize the proper ideas of sportsmanship, ethical conduct, and fair play
2. To eliminate all possibilities which tend to destroy the best values of the game
3. To stress the values derived from playing the game fairly
4. To show courtesy to visiting teams and officials
5. To establish a happy relationship between visitors and hosts
6. To respect the integrity and judgment of sports officials
7. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility
8. To encourage leadership, use of initiative, and good judgment by the players on a team
9. To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players
10. To remember that an athletic contest is only a game—not a matter of life and death for the player, coach, school, officals, fans, community, state, or nation[1]

Guidelines for Developing a Public Relations Program

A public relations program is designed to communicate the activities and results of the physical education program to various publics—the people in the school as well as those in the community. School personnel and community members can be made aware of the program through the following techniques:

Annual board presentations
Back-to-school nights
Bulletin boards

[1] *The Constitution of the California Interscholastic Federation By-Laws and Directory, 1983-84 Edition.* Fullerton: California Interscholastic Federation, 1983, (inside front cover). Used with permission.

Certificates of merit
Curriculum guides
Demonstrations involving parent participation
Department brochures and handouts
District newsletters
Face-to-face contacts
Home visits and telephone calls
Local TV and radio appearances
National Fitness Week activities
National Physical Education Week activities
News releases to local newspapers and radio and television stations
Open houses
Parent organization programs
Participation in community activities
Participation in local political activities
Pep rallies
Personal correspondence
Posters
Report cards
School newspapers
Shopping center demonstrations
Slide-tape presentations
Sports half-time shows
Sports-related banquets
Sports-related support groups—band, drill team, and pep squad

These techniques will be even more effective if they are incorporated in a comprehensive public relations plan. Although the main objective of the plan will be to promote physical education, physical education staff members should remember that the physical education program is one of many different programs existing in the school and should support activities sponsored by teachers in other subject areas whenever possible.

The following suggestions will help in developing a comprehensive plan:

- Identify school and community attitudes toward physical education.
- Once identified, select attitudes that suggest misinformation or ignorance about physical education.
- Develop a promotional program that addresses these attitudes. Target a program for community use and one for school use and pick the most effective medium—slide presentations, news releases, displays, or any other appropriate technique from the previous list.
- Contact service organizations and clubs in the community and request to appear on an upcoming program. Do the same with school administrators and ask to be put on the next school assembly program.
- Send news releases to local newspapers and radio and television stations and follow up with a call. Request to appear on local TV or radio stations' public affairs programs. Do not forget the school newspaper.
- Invite school board members and administrators to observe the instructional program. Discuss the program objectives with them.
- Make presentations at professional conferences.
- Identify community leaders and discuss with them the value of physical education, including athletics.
- Give public recognition to community members who support physical education.

More specific guidance may be needed to develop and implement a comprehensive public relations plan. The district public information office can provide help and answer questions.

Every aspect of the physical education program communicates the school's attitude about physical education to staff members, students, and community members. Some aspects of the program will be highly praised while other aspects may be negatively received. However, the public relations plan—if it is a good one—can turn negative perceptions into a positive learning experience.

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